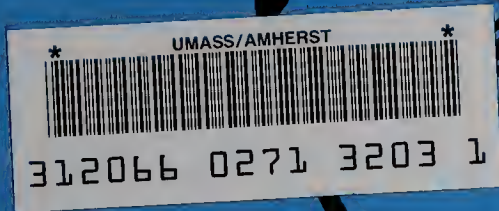


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Creating Conditions for Foreign Language Proficiency

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FOR
FOREIGN LANGUAGE PROFICIENCY

by

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FOREIGN LANGUAGES IN THE COMMONWEALTH

RESEARCH FINDINGS, INSTRUCTIONAL PRACTICES, AND DIRECTIONS FOR THE FUTURE

INTRODUCTION

- o How effectively are linguistically talented students' needs being met in foreign language curricula in Massachusetts?
- o How effectively are Massachusetts educators responding to national concern over Americans' inability to speak other languages and understand other cultures?

These are the questions which prompted the Massachusetts State Department of Education Office For Gifted and Talented to examine programs and practices in foreign language education. Foreign language teachers in the Commonwealth were surveyed through the cooperation of the Massachusetts Foreign Language Association. The survey, which was completed by 195 individual foreign language educators in early 1986, has helped bring to light the many ways in which foreign language teachers identify, motivate and serve those talented students whose language skills are increasingly important in today's world.

Many Americans are experiencing a renewed interest in learning other languages, and enrollments in existing programs are on the rise. Colleges and universities which previously abandoned language requirements in the last decade are reinstating these requirements for entrance and graduation. Accompanying this renewed interest in foreign languages is an emphasis on oral proficiency and a tendency away from the literature-based curriculum. As a result, teaching methods have become more eclectic.

The renewed interest in languages and present climate for educational reform makes it essential for educators to reexamine their programs and instructional methods. Meeting the needs of today's students requires increased resources and a commitment to quality foreign language instruction at

all levels. A careful look at existing foreign language programs, taking into consideration instructional objectives and what research has shown, is important. This publication suggests ways in which educators and those responsible for educational policy and support can strengthen foreign language programs at all levels of instruction. Topics include:

- o The present climate for language learning.
- o Foreign language program types.
- o Factors affecting learning.
- o Proficiency-based instruction and current methodologies.
- o School-based options in meeting students' needs.
- o Directions for the future.

AN HISTORICAL PERSPECTIVE

Foreign language enrollments declined considerably nationwide in the 1970s. This decline can be attributed in part to a reduction of general academic requirements at all levels and the belief that English is a universal language. Many Americans have felt that they could "get by" just about anywhere in the world, in any arena--from politics to commerce, by speaking English or relying on translators. Sometimes this course of action has led to disastrous results. Americans often have ignored the need for global awareness and sometimes have been insensitive to other peoples and cultures both at home and abroad.

Contributing to this decline in language study was an emphasis in many traditional language programs on literature and learning about languages, rather than a focus on communicative competency. Indeed, the drop in language enrollments that perhaps began at the university level was quickly felt at the secondary level. This decline is clearly reflected in a decrease in the percentage of public secondary school (PSS) students enrolled in foreign languages, from 26.4% of the total 9-12 (PSS) enrollment in 1970, to 19% of the total 7-12 (PSS) enrollment in 1982, according to a study by the American Council on the Teaching of Foreign Languages (ACTFL).

In Massachusetts, the effects of Proposition 2-1/2 further aggravated the downward trend in foreign language enrollments when many programs were eliminated due to fiscal constraints. The elementary and middle/junior high school levels were hit hardest by these program cuts.

WHY FOREIGN LANGUAGES?

Literally hundreds of recent educational commission reports have focused on the need for educational reform. Many studies specifically mention a vital need for increased and improved foreign language and cross-cultural skills as essential to our nation's political, economic and intellectual security. For gifted and talented students, foreign language studies provide opportunities for increased linguistic expression and creativity, and encourage higher level thinking skills. If we are truly interested in expanding and improving foreign language programs in the Commonwealth, we first must review the findings of these studies.

Early works, such as the 1979 report of the President's Commission on Foreign Language and International Studies, and Congressman Paul Simon's book, The Tongue-Tied American, focus on the dangers inherent in a monolingual society. Simon describes some humorous and other downright embarrassing and frightening results of Americans' linguistic incompetence.

The National Commission on Excellence in Education, appointed by former Secretary of Education Terrell Bell, published an extensive report in 1983, entitled "A Nation At Risk: The Imperative for Educational Reform." The report calls America's incompetence in foreign languages "shocking" and "scandalous," and sets forth many recommendations for change. "Study of a foreign language," the report states, "introduces students to non-English-speaking cultures, heightens awareness and comprehension of one's native tongue, and serves the nation's needs in commerce, diplomacy, defense, and education."

In the ensuing years, works by individuals supported by educational foundations and associations or working on their own have continued to make the case for foreign language and international studies in our schools and colleges. A Summer 1985 "Curriculum Update" of the Association for Supervision and Curriculum Development (ASCD) calls monolingualism "a lamentable American tradition." A September 1985

"Curriculum Report" of the National Association of Secondary School Principals (NASSP), "Foreign Language Competence: New 'Basic,'" focuses on the rationale for foreign language study and the challenge of developing proficiency.

Of primary importance, however, is the November 1985 report of the Council of Chief State School Officers (CCSSO), whose members include the commissioners or superintendents of education in each of the fifty states. The report, "International Dimensions of Education--Position Paper and Recommendations for Action," is a true blueprint for change. It outlines rationales for language study and detailed strategies for strengthening programs at the national, state and local levels. Several recommendations are highlighted in the last section of this publication. These recommendations have received widespread support; thus it is hoped that they will provide a clear first step for nationwide reform.

THE MASSACHUSETTS OUTLOOK

The Commonwealth of Massachusetts, like many other states, has been the setting for educational reform. While the Massachusetts reform legislation, Chapter 188, does not specifically address the subject of foreign languages and international studies, it is nonetheless a means of strengthening all academic programs and services available to students through its various provisions. School Improvement Councils, Lucretia Crocker Fellowships, and Horace Mann Grants all seek to provide resources and support teacher initiatives. The data collection required by the law will enable the Department of Education to assess school programs in terms of equality of opportunity and depth and breadth of programs.

Federal monies from Title II of the Education Through Economic Security Act (EESA) have been directed at improving foreign language education in the form of exemplary program grants. Administered by the state, these \$3,000-\$5,000 grants are designed to identify, strengthen, and replicate exemplary programs in foreign languages, math, sciences, and computers, several of which are highlighted in this publication.

For the first time ever, the Rockefeller Foundation has established a fellowship program for high school teachers. The three-year, \$1.5 million program has been designed to recognize exceptional foreign language teaching. In the

first year of the program, which is administered by Academic Alliances of the University of Pennsylvania, 95 teachers have been selected to receive \$4,500 fellowships for summer study in 1986. Ten of these fellows are Massachusetts teachers, the highest number selected from any one state. The Academic Alliances project itself was designed to provide a forum for collaboration and dialogue between elementary, secondary, and university foreign language teachers. There are currently five foreign language collaboratives meeting regularly in the Commonwealth. These are listed with other regional and national professional associations in Appendix B.

At the college level, administrators have responded to the growing concerns about the lack of requirements and a general downslide in students' academic performance. Massachusetts four-year state colleges and universities have reinstated entrance requirements in many academic areas including foreign languages. Students now must have two years of high school language study or its equivalent for admission to these institutions.

Enrollments in foreign language courses in the Commonwealth seem to be on the rise at a time when the total school population is gradually declining. This rise attests to the fact that students are indeed motivated to study foreign languages for a number of reasons. Certainly, college requirements determine to some extent students' interest in studying languages at the secondary level. More importantly, however, students of the 1980s are attracted to language study by quality teachers, the chance to participate in travel and exchange programs, and the increased emphasis on oral communication in many school programs. In Massachusetts, then, the picture is bright if we heed the lessons of the past and avoid the dangers inherent in too-limited programs and resources.

PROGRAM TYPES

THE ELEMENTARY GRADES

In the few schools that offer foreign language study in the elementary grades, program design varies as does the population served. Some foreign language study opportunities are in formal gifted and talented programs, though opportunities also exist for elementary students not enrolled in these programs. Other towns either offer foreign languages to all students (with the exception of some special needs students) at specified grade levels or use one or more of the means listed under secondary programs on pages 16-17 to select eligible students.

School programs for elementary grade students usually fall into one of three categories: IMMERSION, FLES (Foreign Language in the Elementary School), or FLEX (Foreign Language Experience/Exploration). Some towns have community-based programs sponsored by a recreation department, college, or other local organization. Expansion of foreign language programs in the elementary schools is crucial to improving the effectiveness of language instruction in the Commonwealth.

Immersion Programs

IMMERSION programs have dual goals: functional proficiency in a foreign language and mastery of the local grade level curriculum. Both partial and total immersion models use the foreign language as the medium of instruction for all or part of the school day. In total immersion programs that start in kindergarten (early immersion), the foreign language is the instructional medium from the outset. When English language arts classes are formally introduced around grade 2 or 3, some instruction may be in English. By the sixth grade or even earlier, as much as half of the school day may be taught in English. The performance of immersion students in all curriculum areas usually is equal to or surpasses that of their counterparts in monolingual classes. The immersion students' second language proficiency, however, normally approaches that of children their own age who were born and raised in the foreign country!

Immersion programs are the least costly of all of the elementary school language programs presented here. They

require no additional expenditures for staff, no specialist in addition to the classroom teacher. The immersion teacher is the classroom teacher, a certified elementary school teacher, who is often a native speaker of the target language or an experienced language teacher with near-native fluency. Finding such a teacher, however, may be difficult. Instead of buying materials in English, schools purchase materials written in the target language. The Holliston French immersion program is one example of an early immersion program.

School: HOLLISTON, MILLER ELEMENTARY SCHOOL
Program: French Immersion
Grades: K-6
Description: A voluntary program (by parent request) designed for all students; thus classes are heterogeneous. The basic elementary grade level curriculum is taught in French; therefore, students acquire the French language in a natural way and gain "functional fluency" by grade 4.
Respondent: Dianne M. Nault, Grade 1 French Immersion teacher

Intermediate immersion (beginning in grade four or five) and late immersion (beginning in grade six or seven) are variations of the early immersion program, but with less ambitious goals. The Holliston Spanish immersion program is a partial immersion program.

School: HOLLISTON MIDDLE SCHOOL
Program: Spanish Immersion
Grades: 5-8
Description: A voluntary program (by parent request) designed for all students; thus classes are heterogeneous. The program begins in grade 5 with daily instruction in beginning Spanish. In grades 6, 7, and 8, social studies and reading are taught in Spanish. Students continue to take a Spanish language class through grade 8. At the high school, immersion students' Spanish language skills are maintained through a daily advanced Spanish class in language and literature.
Respondent: Deborah Blinder, curriculum associate/Spanish teacher

FLES Programs

FLES is a general term to describe any number of foreign language programs at the elementary school level. John Nionakis, chairman of Foreign Language Services in Hingham, gives the following rationale for FLES programs: "At ages 9-11, students are receptive to 'new' and 'different' things. They become aware of and accept cultural differences without prejudice. They are still open-minded. They are not inhibited and can mimic very well. They love to role-play and exaggerate. Since FLES courses emphasize primarily listening and speaking, all students can achieve a degree of success which they may not be able to attain in other subjects that focus on reading and writing."

Although individual program specifics may vary, all FLES programs share common characteristics. Program goals stress cultural awareness and the oral skills of listening and speaking. Students acquire a limited degree of proficiency in the foreign language, which is dependent upon the amount of time devoted to language learning. Most FLES programs are taught by a language specialist in classes ranging from 15-30 minutes, 1-5 times a week, depending on grade level and other factors. Sometimes classes are taught before or after school. Programs may integrate or reinforce other curriculum areas if time exists for grade level curriculum planning. This curriculum planning is highly desirable if students are to reap the maximum overall benefits of second plus native language development and global awareness.

Several towns have a variety of different FLES programs as described below. Other towns may teach languages in grade 6, but if grade 6 is part of a middle school or junior high school, the program is not included in this section.

School: AMHERST ELEMENTARY SCHOOLS
Program: FLES program in French and Spanish
Grades: 5-6
Description: All students may study French or Spanish.
Respondent: David Brulé, chairman, foreign language department, grades 7-12, Amherst-Pelham Regional Schools

School: BOSTON ELEMENTARY SCHOOLS

Program: FLES program in French and Spanish for Advanced Work Classes (AWC--gifted and talented program) in 14 schools and for all students in 3 schools.

Grades: 4-6 (AWC); 3-5

Description: Classes average 30 minutes, five times a week.

Respondent: Helen M. Cummings, program director of foreign languages

School: BROCKTON, ARNONE COMMUNITY SCHOOL

Program: FLES program in French and Spanish for students in Elementary Gifted Program.

Grades: 4-6

Description: Both languages are introduced in grade 4 and pupils choose one language with which to continue in grades 5 and 6. An attempt is made to have one-third of each class come from minority groups. Cultural studies are stressed.

Respondent: Betty T. Gilson, teacher, Elementary Gifted Classes, grades 5 & 6

School: CAMBRIDGE, SOME ELEMENTARY SCHOOLS

Program: FLES program in French or Spanish

Grades: K-6

Description: The programs vary from school to school.

Respondent: Walter J. Patacchiola, coordinator of Modern foreign languages, grades K-12

School: FRAMINGHAM ELEMENTARY SCHOOLS

Program: FLES program in French and Spanish

Grade: 6

Description: All students may study French or Spanish.

Respondent: Robert Curnen, foreign language coordinator, grades 6-8

School: FRANKLIN, OAK STREET ELEMENTARY SCHOOL

Program: FLES minicourse in French and Spanish

Grade: 5

Description: Teams of 2-3 Advanced Placement French and Spanish high school students teach two-week minicourses of 8-10 daily twenty-minute sessions.

Respondent: Michel Methot, foreign language department head, grades 7-12

School: HINGHAM ELEMENTARY SCHOOLS
Program: FLES program in French and Spanish
Grades: 5-6
Description: All students study French or Spanish.
Respondent: John P. Nionakis, chairman, foreign language services, grades 5-12

School: HOLYOKE ELEMENTARY SCHOOLS
Program: FLES program through Chapter 636 in Spanish
Grades: 3-6
Description: Selected students may study Spanish.
Respondent: Susan M. Mulvaney, Spanish teacher, grades 8 and 9

School: LEXINGTON ELEMENTARY SCHOOLS
Program: FLES program in French
Grades: 4-5
Description: All students study French for thirty minutes three times a week in grade 4, and four times a week in grade 5.
Respondent: Barbara A. Paul, French teacher, grades 4 and 5, Bridge School

School: NORTHAMPTON ELEMENTARY SCHOOLS
Program: FLES program in French and Spanish
Grade: 6
Description: Students may study French or Spanish beginning in Fall 1986.
Respondent: Dianne D. Conway, Spanish teacher, grades 9-12

School: SPRINGFIELD, SOME ELEMENTARY SCHOOLS
Program: FLES program in French and Spanish
Grades: K-6 (varies by school)
Description: All students in grades K-4 at two Chapter 636 magnet schools study Spanish, and selected fifth and sixth graders in all eight grade 5-6 elementary schools study French or Spanish. All levels receive one hour of instruction per week.
Respondent: Kathleen M. Riordan, supervisor of foreign languages, grades K-12

Community: TAUNTON ELEMENTARY SCHOOLS
Program: ENGLISH THROUGH LATIN
Grades: 5-6
Description: An integral part of the language arts curriculum based on the FLES program in Latin of the School District of Philadelphia.
Respondent: Richard G. Parsons, subject area specialist, foreign languages, grades 5-12

Community: WAYLAND
Program: SUMMER AND AFTER-SCHOOL PROGRAM
Grades: 1-3
Description: French for Beginners program sponsored by the
Park and Recreation Department.
Respondent: P. Ellen Degenkolb, teacher, French for
Beginners

School: WINTHROP ELEMENTARY SCHOOLS
Program: FLES program in French
Grades: 4-5
Description: Most students study French.
Respondent: Richard F. Scire, foreign language department
head, grades 4-12

FLEX Programs

FLEX programs usually serve as a foundation for further foreign language study and, therefore, are found in the upper elementary or early middle/junior high school grades. They may range in length from six weeks to three years, with the majority of such programs self-contained and nonsequential. They are often interdisciplinary with a strong social studies/global awareness component.

While Immersion and FLES programs focus on language proficiency, FLEX programs introduce students to language learning through the study of several languages. Some programs stress Latin as a basis for further language study, while others present an introduction to several languages. The languages introduced are usually those which are offered subsequently at the middle/junior high school or high school levels. FLEX programs are designed to motivate students to continue their foreign language studies and provide them with the foundation for subsequent language learning. The following schools have reported exploratory programs:

School: BARNSTABLE MIDDLE SCHOOL
Program: FLEX
Grade: 7
Description: Twice weekly: One half-year introduction to
French; one half-year introduction to Spanish.
Respondent: Amelia Leconte, foreign language department
chairperson, grades 7-12

School: BELMONT, CHENERY MIDDLE SCHOOL
Program: FLEX
Grade: 6
Description: Exploratory French and Spanish.
Respondent: Carmela Schipani, Spanish/French teacher

School: BEVERLY MIDDLE SCHOOLS
Program: FLEX
Grade: 6
Description: Exploratory French, German, Latin, and Spanish.
Respondent: Clifford J. Kent, supervisor of foreign languages, grades 6-12

School: BILLERICA MIDDLE SCHOOLS
Program: FLEX
Grades: 7-8
Description: One semester each of Spanish and German in grade 7; French and Italian in grade 8.
Respondent: Albert L. Pike, Jr., foreign language department chairman, grades 7-12

School: BRAINTREE MIDDLE SCHOOLS
Program: FLEX
Grade: 6
Description: Foundations of Language course, five times a week for 40 minutes.
Respondent: Donna J. Driscoll, director of foreign languages, grades 7-12

School: CANTON, GALVIN MIDDLE SCHOOL
Program: FLEX
Grade: 7
Description: Mandatory exploratory program in French, German, Latin, and Spanish.
Respondent: Robert H. Waxman, foreign language department chairman, grades 7-12

School: CARLISLE SCHOOL
Program: FLEX
Grades: 7-8
Description: Required two-year course: An Introduction to the Study of Foreign Languages Through Latin. Short segment at end of grade 8 includes introduction of French, Spanish, and Russian.
Respondent: Susan A. Moore, Latin teacher, grades 7-8

School: CHELMSFORD, MCCARTHY JUNIOR HIGH SCHOOL
Program: FLEX
Grade: 7
Description: Students in grade 7 take one semester of reading (developmental or enrichment) and one semester of introductory language, which includes six weeks each of German, Spanish, and French.
Respondent: Cynthia Tonrey, foreign language department head, grades 7-12

School: CHICOPEE, BELLAMY MIDDLE SCHOOL
Program: FLEX
Grades: 7-8
Description: One semester each of Spanish, French, German, and Latin.
Respondent: Carolyn T. Fitzgerald, administrative assistant to the superintendent

School: FRANKLIN, HORACE MANN MIDDLE SCHOOL
Program: FLEX
Grades: 7-8
Description: Fundamentals of Language course.
Respondent: Michel Methot, foreign language department head, grades 7-12

School: GREENFIELD MIDDLE SCHOOL
Program: FLEX
Grade: 7
Description: Introduction to Language course.
Respondent: Marianne Keating, Spanish teacher, grades 10-12

School: MASCONOMET REGIONAL JUNIOR/SENIOR HIGH SCHOOL
Program: FLEX
Grade: 7
Description: One quarter each of Spanish, French, and German, followed by one quarter of the language in which student wishes to continue in grade 8.
Respondent: William H. Spencer, foreign language department head, grades 7-12

School: MILTON, CHARLES S. PIERCE MIDDLE SCHOOL
Program: FLEX
Grade: 6
Description: Language awareness program.
Respondent: Dr. Anthony Roselli, foreign language
department chairman, grades 6-12

School: NORWOOD JUNIOR HIGH SCHOOL
Program: FLEX
Grade: 7
Description: Exploratory course.
Respondent: Cheryl J. Brown, French/Spanish teacher,
grades 10-12

School: OLD ROCHESTER REGIONAL JUNIOR HIGH SCHOOL
Program: FLEX
Grade: 7
Description: Three week session taught by fourth and fifth
year high school students. One week each of
French, Spanish, and Latin.
Respondent: Richard E. Ellis, foreign language department
coordinator, grades 9-12

School: PEABODY, HIGGINS JUNIOR HIGH SCHOOL
Program: FLEX
Grade: 8
Description: One quarter each of German, Latin, French, and
Spanish.
Respondent: Victor Passacantilli, team leader, foreign
language department

School: PENTUCKET REGIONAL JUNIOR HIGH SCHOOL
Program: FLEX
Grade: 7
Description: Exploratory course in French, German, Spanish.
Respondent: Richard H. Olson, foreign language department
chairman, grades 7-12

School: PIONEER VALLEY REGIONAL HIGH SCHOOL
Program: FLEX
Grade: 7
Description: Twelve weeks of French and twelve weeks of
Spanish.
Respondent: Carolyn Worden, French teacher, grades 7-12

School: QUABOAG REGIONAL HIGH SCHOOL
Program: FLEX
Grades: 7 or 8
Description: One semester introductory course.
Respondent: Barbara Miskiewicz, French teacher, grades 7-12

School: RAYNHAM, LA LIBERTE JUNIOR HIGH SCHOOL
Program: FLEX
Grade: 6
Description: One half year each of French and Spanish.
Respondent: Theodora Psilekaris, French/Spanish teacher, grades 6-8

School: SALEM MIDDLE SCHOOLS
Program: FLEX
Grade: 8
Description: Introductory course combining many languages.
Respondent: Patricia Donahue, Spanish teacher, grades 9-12

School: SWAMPSCOTT JUNIOR HIGH SCHOOL
Program: FLEX
Grade: 7
Description: Phenomenon of Language course based on Latin.
Respondent: Suzanne Garfield, French/Spanish teacher, grades 8-12

School: SWANSEE, CASE JUNIOR HIGH SCHOOL
Program: FLEX
Grade: 7
Description: Survey course combining French and Spanish.
Respondent: Estelle M. Pelletier, foreign language department head, grades 7-12

School: WALPOLE MIDDLE SCHOOLS
Program: FLEX
Grade: 7
Description: Exploratory course combining French and Spanish.
Respondent: George A. Watson, foreign language department chairman, grades 7-12

School: WILBRAHAM MIDDLE SCHOOL
Program: FLEX
Grade: 6
Description: Once a week course for all students.
Respondent: Pat McCullough, French teacher

School: WILMINGTON INTERMEDIATE SCHOOLS
Program: FLEX
Grade: 7
Description: Exploratory program in French and Spanish.
Respondent: Louise Bocchino, foreign language department
chairman, grades 7-12

School: WOBURN JUNIOR HIGH SCHOOLS
Program: FLEX
Grade: 7
Description: Exploratory program.
Respondent: Lucille Lyons, foreign language department
chairman, grades 7-12

THE SECONDARY LEVEL

Middle/Junior High School Programs

At the middle or junior high school level, which is where most schools first offer foreign languages, not all students are normally eligible to take foreign language courses. Students with identified learning disabilities are normally ineligible. Others may have to choose between foreign languages and courses like reading and study skills. One or more of the following practices is generally used to determine students' eligibility for foreign language courses:

- o Academic performance to date. Students' performance in language arts is usually considered a reliable indicator of their ability to succeed in foreign languages.
- o Teacher recommendation.
- o Guidance counselor recommendation.

- o Standardized aptitude/achievement test results. Although there are several existing foreign language aptitude tests designed for school use, these are not used widely. Since there is controversy within the profession over what specific factors determine language learning success, schools tend to look at students' overall test results rather than administer a specific foreign language aptitude test.
- o Student choice and/or parent request.
- o Student performance in the first year of foreign language study, when schools often have no ability grouping.

Program design may vary at the middle/junior high school level, yet this is the point that most school systems begin their sequential foreign language courses. With the exception of school districts offering a FLEX program and those whose programs have been pared down due to fiscal constraints, the foreign language sequence usually begins at the first middle/junior high school grade level (grade six, seven, or eight). One or more languages may be offered, but French and Spanish are the most frequently taught at this level, even though additional foreign languages may be added at the high school level. The course may meet from two to five days a week, whatever the normal length class period, usually forty to sixty minutes. When students initially have been grouped heterogeneously for foreign language study, a selection often is made at the end of the first or second year to group students by ability level for subsequent courses.

High School Programs

Foreign language courses at the high school level are usually open to all students, especially since more and more colleges, including all four-year colleges and universities in the Commonwealth, are requiring two years of foreign language study for entrance. There is a wide range of abilities in the total school population. Similarly, there is a wide range of abilities and motivation in the students who take foreign languages. For this reason, students are grouped by ability level if there are sufficient numbers, with gifted language students normally taught in what is called an honors or advanced placement sequence. This is an accelerated sequence with demanding performance objectives. Entrance into this sequence at the high school level is usually determined by performance in previous foreign language courses.

Community-Based Programs

Community-based programs are generally enrichment programs, such as those taught after school or during the summer. Sometimes a local college or university sponsors such courses. Although our survey did not focus on such programs, five were mentioned by respondents. The others, which specifically mention opportunities for foreign language study, are taken from a publication developed by the Office for Gifted and Talented, "Summer and Year-Round Opportunities for Gifted and Talented Students, 1986."

Community: AMHERST-PELHAM REGIONAL SCHOOLS

Program: Alternate Learning Programs

Grades: 9-12

Description: A program for students wishing to take courses not offered in the school curriculum. Often students in the program take language courses at the University of Massachusetts and Amherst College.

Respondent: David Brule, foreign language department chairman, grades 7-12

Program: COLLEGE GATE/ACADEMY/BOUND PROGRAMS

Grades: K-3/4-8/9-12

Description: These summer programs at various sites throughout the state are for academically talented students. The programs include courses in foreign languages along with other interdisciplinary offerings.

Contact: Brenda Harrington, Box 382, Stoughton, MA 02072

Community: FITCHBURG STATE COLLEGE

Program: Summer Program for Gifted

Grades: 9-12

Description: Language and culture training in Russian for gifted high schoolers as identified by superintendents and principals in the Montachusett area. Scholarship for all 15 students. Classes taught three times a week for three hours each day in the morning.

Respondent: John M. Burke, professor of Russian, Fitchburg State College

Community: GREAT BARRINGTON, SIMON'S ROCK OF BARD COLLEGE

Program: Summer Foreign Language Institute

Grades: 9-12

Description: Intensive study in elementary/intermediate French, Spanish, Russian, Arabic, and English as a Second Language (ESL). Upon successful completion of the month-long course, students are awarded four transferable college credits.

Contact: Gabriel Asfar

Community: HOLYOKE HIGH SCHOOL

Program: Option for College Study

Grade: 12

Description: Students may take language courses at area colleges during their senior year. Summer program also available.

Respondent: Christine J. O'Hare, chairman, modern foreign languages, grades 7-12

Community: MILTON, MILTON ACADEMY
Program: Massachusetts Advanced Studies Program (MASP)
Grade: 11
Description: A summer program of advanced placement and college level courses in the humanities, sciences or the arts for college bound students, who must be nominated by their school.
Contact: Scoba F. Rhodes

Community: NORTHFIELD, NORTHFIELD-MOUNT HERMON SCHOOL
Program: Intermediate Program
Grades: 7-9
Description: A summer academic enrichment program featuring a variety of courses, including French and Spanish.
Program: Liberal Studies Program
Grades: 10-12
Description: A summer academic enrichment program featuring a variety of courses, including French, Spanish, and Russian.
Contact: William R. Compton

Community: OLD ROCHESTER REGIONAL HIGH SCHOOL
Program: Summer Program for Gifted
Grade: 12
Description: Students may take language courses at Southeastern Massachusetts University.
Respondent: Richard E. Ellis, foreign language department coordinator, grades 9-12

Community: WEYMOUTH PUBLIC SCHOOLS
Program: Summer Enrichment Program
Grades: 9-12
Description: Summer enrichment program in Russian and Chinese offered through the regular summer school program.
Respondent: Edward A. Porter, foreign language department chairperson, grades 7-12

FACTORS AFFECTING LEARNING

Foreign language educators are paying closer attention to learning styles now that there is a considerable body of research on how students learn. In the past, research focused on teaching strategies and their effects on student performance rather than on learning styles. In an important document, "A New Taxonomy of Second Language Learning Strategies," Rebecca Oxford-Carpenter lists attributes that are important for second language learning. Four factors emerge for our consideration:

- o Language learning aptitude.
- o Attitude/motivation.
- o Personality characteristics.
- o Cognitive style.

Linguistically talented students are not only those bright students with high IQs. In fact, IQ per se does not correlate exactly with success in learning a foreign language. Other factors, such as verbal intelligence, memory, reasoning, observation, creativity, and a sensitivity toward grammatical structures into which new linguistic input can be assimilated, all play a part in language learning.

Motivation is probably one of the more important influences on language learning. Students who have a strong desire to learn a foreign language and a positive attitude toward the target culture and language learning in general achieve the greatest success. Unlike aptitude, motivation is not constant and depends heavily on the teacher and on whether the student's motivation is self-generated or not. Gifted students are usually self-motivated.

When not self-generated, motivation for foreign language study tends to depend on external factors such as parent pressure or college and job requirements. The earlier the students are exposed to cultural differences and foreign languages in a pleasurable learning environment, the stronger their intrinsic motivation to achieve proficiency in a second language. It is therefore important to provide

all students with opportunities to study foreign languages and cultures at a young age, and to include language study in special programs for the gifted and talented.

Several personality characteristics, most of which are found in gifted and talented students, are conducive to second language learning. Students who are willing to take risks, who are extroverted, assertive, able to accept frustration, self-confident, creative, and tolerant do well in learning foreign languages.

Lastly, the cognitive style of gifted and talented students as well as their ability to create, evaluate, analyze, and hypothesize predisposes these students to success in the foreign language classroom.

PROFICIENCY-BASED INSTRUCTION AND CURRENT METHODOLOGIES

DEFINITION OF TERMS

This section discusses the various methodologies that have influenced today's language teachers. Before seeking out ways in which linguistically talented students' needs can be met in foreign language programs, it is helpful at this point to define several recurring terms. References for the authors cited are listed in Appendix A.

- o **Achievement testing.** Use of traditional paper and pencil tests to assess students' mastery of specific material taught.
- o **ACTFL Proficiency Guidelines (1986).** A hierarchy of global descriptors of performance in the skill areas of listening, speaking, reading and writing the target language; developed as a result of collaboration with the Educational Testing Service from the government's Language Skill Level Descriptions.
- o **Comprehensible input (Krashen).** Meaningful language used in communication.
- o **Creative thinking.** The generation and combination of ideas and experiences to transform them into new ways of thinking, producing and acting.
- o **Critical thinking.** The mental processes and strategies used to analyze and evaluate information and experience, to defend, argue and solve problems, and to learn new concepts.
- o **Language acquisition (Krashen).** The subconscious processes through which children acquire their mother tongue.
- o **Language learning (Krashen).** Conscious, formal analysis and processing of structural rules.
- o **Oral proficiency testing.** Use of the ACTFL/ETS Oral Proficiency Interview by trained/certified interviewers to assess and rate a student's

communicative competence in terms of function, content and accuracy.

- o Productive skills. Speaking and writing.
- o Proficiency-based instruction. Programs that train students to use the language outside the classroom independently of the materials and activities of the course (Liskin-Gasparro), and that incorporate oral testing of speaking abilities.
- o Receptive skills. Listening and reading.

Foreign languages are important for all students and, given the right conditions and the motivation to succeed, all students can learn a foreign language. Students in today's proficiency-based language programs are actively involved in learning, acquiring, and using a foreign language. Therefore, while some curriculum areas for the gifted stress only cognitive development, foreign language courses place equal emphasis on students' affective development. Frequent role-playing and group activities help develop talented students' critical and creative thinking skills.

A large number of respondents in our survey make reference to proficiency-based instruction and materials. In many schools, teachers are involved in curriculum revision to ensure that the oral component of language instruction and testing figures prominently in all classes. In other words, teachers are shying away from methods of the past. Instead of focusing on translation, detailed grammar explanations, and pattern drills, teachers are using an eclectic approach and a variety of materials and equipment in their attempt to stress interactive language activities. The focus is away from learning rules about language and toward using language for communication.

This shift in instructional objectives and teaching practices does not mean that the traditional balance between receptive and productive skills need be upset. Indeed, it is important not to overemphasize the oral skills, and especially not to limit the use of oral skills to practical survival situations. What the shift in approach does mean, however, is a conscious effort on the part of foreign language educators to use culturally authentic materials and personalized techniques, to create a classroom environment conducive to language learning in which students feel

support rather than anxiety, and to use both achievement and proficiency testing to measure student performance.

There is consensus within the profession that it is desirable, to whatever extent possible, to approximate the natural environment in which one learns a native language. This is not an easy task in the classroom, an artificial setting with little resemblance to the culturally rich environment in which native language development occurs. Several nontraditional foreign language teaching methods that pay careful attention to the learning environment have emerged as a result of current research on second language acquisition.

Tracy D. Terrell's Natural Approach is one method designed to simulate the environment in which children learn a mother tongue. Focusing on communicative activities within the classroom, this is a method for beginning language instruction that incorporates an initial silent phase. There is a high comfort level among students, since student responses are permitted in the native language and there is little error correction needed. The aim of this and similar methods is to have students "acquire" rather than "learn" a second language.

James J. Asher's Total Physical Response (TPR) Method, used in combination with other methods by many survey respondents, is based on oral commands to which students must respond physically. This method incorporates an initial silent phase, since students demonstrate comprehension by physical rather than spoken responses. The method thus eliminates the anxiety beginning students feel when they are unable to express themselves orally.

Suggestopedia, also known as the Lozanov Method, was developed by Georgi Lozanov. This method, like Terrell's Natural Approach and Asher's Total Physical Response Method, focuses on an environment that is carefully orchestrated. With Suggestopedia, however, there is greater emphasis on relaxation techniques, and dialogues and other content are presented with musical accompaniment during one phase of instruction. It is interesting to note that both the Lozanov Method and the Total Physical Response Method aim specifically to activate the right hemisphere of the brain. Here, it is believed there is additional processing and interpretation of the language input which is usually considered the domain of the left hemisphere.

Lynn Dhorlty, associate professor of German at the University of Massachusetts, Boston and also a survey respondent, has developed a proficiency oriented approach

which he calls ACT: Acquisition Through Creative Teaching. Dr. Dhority's intensive German course at UMass/Boston, "Experiencing German," synthesizes suggestopedia, the Natural Approach, TPR, and other holistic methods.

All the above methods, which interestingly are not dependent on a grammar-guided approach, have one characteristic in common. They depend on the use of the target language as the language of instruction.. Stephen D. Krashen has given this area the most attention in his extensive work on second language acquisition. Focusing his point of view on what he calls the Input Hypothesis, Krashen contends that large doses of "comprehensible input" are necessary before students can produce the target language. This input is in the form of oral or written stimuli in the target language, at a level slightly above that which students are able to easily understand. Teachers may use simplified structures, paraphrase, or slowed speech, or may use gestures, visuals or other means to enable students to comprehend what teachers are saying. Involving students in extensive listening and reading activities before expecting them to speak or write the target language is crucial, according to Krashen.

The discussed methods point to several factors which are important in a proficiency-based curriculum:

- o Instruction in the target language.
- o A classroom environment that reduces anxiety.
- o Emphasis on the receptive skills in early stages of language instruction.

These are not the only important factors in a proficiency-based language program, which by design focuses on both communicative competence and cultural awareness. As mentioned earlier, it is important to incorporate a balanced approach in teaching and testing both the receptive and productive skills, especially if we are to meet the needs of linguistically talented students. This means that there are other factors in addition to those listed above which are important to achieving the objectives of a proficiency-based curriculum:

- o Use of culturally authentic, high interest materials.
- o Careful selection of materials to ensure that language is contextualized and personalized.

- o Provision for regular and varied interactive language activities.
- o Increased attention to form (error correction) as the student's proficiency increases.
- o Use of global performance testing measures, such as the Oral Proficiency Interview, in addition to achievement testing instruments.

While it is easy to describe the characteristics of a proficiency-based instructional model, it is perhaps more difficult to implement such a model given existing school programs and resources.

SCHOOL-BASED OPTIONS FOR MEETING STUDENTS' NEEDS

Existing school programs have been moderately successful in meeting students' needs in the foreign language area. Individual teachers and schools are working hard to make language study relevant and worthwhile to students by offering a carefully planned sequence of courses leading to proficiency. But educators must overcome limitations caused by inadequate resources, the reluctance to begin language instruction at the elementary school level, and problems posed by classes of students with widely varying motivation and abilities. Linguistically talented students generally have not been served at an early age when beginning foreign language study makes the most sense. There have been problems at the upper levels of language study too, but these have been alleviated by creative teaching and innovative program design. Before suggesting options for strengthening foreign language programs, let us first examine how different schools and teachers are now meeting the challenges they face. See Appendix I for a complete list of survey respondents.

Survey respondents highlighted methods and materials which they consider effective. Many strategies for motivating students to study foreign languages appeared over and over again. Not surprisingly, the main responsibility for creating a successful learning environment rests with the teacher. It is the classroom experience, above all else, which motivates students to pursue language studies. The many related activities which enhance language programs in most schools also help strengthen the language learning experience.

In the Classroom

Several teachers emphasize the importance of atmosphere in the language classroom. Karen Brennan, a teacher of French and Spanish at Bishop Feehan High School in Attleboro writes about motivating students to study languages, "I do a little advertising, but I find that trying to create a classroom atmosphere which is challenging but warm and supportive is perhaps the best way to keep enrollments increasing." Respondents echo Karen's sentiments over and over again, and they stress how important it is to reduce the time spent on grammar explanation to allow for more communicative activities.

Involving students in classroom activities that provide a multisensory approach is of primary importance. The smaller the class, the more effective these activities can be. Interactive language activities using varied structures, such as pair or small group arrangements, personalize as well as maximize students' creative expression. Group work also provides a setting conducive to activities such as brainstorming, analyzing and hypothesizing. Henry E. Erhard, a teacher of French at Middlesex School in Concord, writes: "Student-to-student conversation helps motivation, allows the strong ones to encourage weaker ones, saves nervousness, embarrassment and the strain often encountered during routine recitation."

The respondents mention a number of activities which have proved most effective, and they stress the importance of using culturally authentic, high-interest materials. All respondents seem to agree that using realia (actual objects from the target culture, authentic print and nonprint materials), speaking the target language in class, and involving students in a variety of classroom activities is imperative. Robert E. Robison, foreign language department head at Foxborough High School, writes that "contextualized, open-ended testing and classroom activities" are important. Respondents mention many such activities: debates, interviews, original dialogues and skits, brainstorming, role-playing, discussion of current events in the target culture; writing soap operas, poetry, journals, news items and other creative work. Peer editing of writing is a popular technique. It allows attention to the process as well as the product, transforming what is often a solitary activity into a group activity requiring communication.

Most teachers make good use of available technology to enhance classroom instruction. However, some schools do not have adequate resources in this area. Not all schools have language labs or access to video and/or computer equipment. Those that do have the facilities and equipment may not have sufficient materials available. While traditional language labs provide audio recording capabilities for individual students, video technology allows students to view their work through a medium to which they are naturally attracted. Students can critique their own use of gestures as well as speech in skits and similar original work, and they can also create original soundtracks to accompany commercially prepared videotapes. A few schools have even broadcast student-produced videos over the local cable TV channel. One of the Title II exemplary programs is a Spanish course at Lincoln-Sudbury Regional High School in which video productions represent 35-40% of the coursework. Another exemplary program, at Boston Latin School, is a French IV

course on contemporary French culture. The course is designed around the use of films on videotape. Many, many respondents mention the importance of video in the foreign language instructional process.

Culturally authentic materials as well as cultural studies stimulate interest in foreign languages. Geno G. Gemmato, curriculum chairman of foreign languages in the Watertown Public Schools, writes: "Students do not consider foreign language study a mere academic subject, but a viable means to access a different culture." Irene Economos, teacher of French and Spanish at Abington High School, says that teachers must emphasize "the importance of knowing how different cultures live, and the broader range of opportunities in the world that exist for multilingual persons."

Grouping Students for Instruction

Grouping students who have demonstrated achievement in foreign languages is the method most school systems employ to meet the needs of talented students. Initial foreign language courses, whether FLEX courses or regular first-year courses in one language, tend to combine students of all ability levels. After the first year of language study, students are grouped homogeneously unless the student population is so small as to make this unfeasible. Students who are motivated, self-directed, and possess good control of their native language are those who are in what most systems call their "upper track," "honors," or "advanced placement" language courses. These courses have high expectations for student achievement and incorporate many strategies for students to use the target language in creative ways. Rebecca Valette, professor of French at Boston College and noted textbook author, responded to our survey with the following comment regarding grouping:

As a parent, I was disappointed that our school system did not have "tracking" in French/Spanish. Students were "tracked" in math, and the gifted could advance quickly. Those gifted in languages, however, were held back by the fact they were forced to be in heterogeneous classes. The end result is that the gifted waste precious time and are bored rather than challenged. I would hope this project could make a strong case for homogeneous grouping in foreign language classes.

Problems in meeting the needs of linguistically talented students seem to arise at the upper levels of language study, just when these students should be involved in coursework similar to that in their native language. Advanced courses in the target language aim at developing the same higher level thinking skills and capacities as advanced courses in the native language. They should also maximize opportunities for linguistically talented students to interact with each other and with native speakers of the target language whenever possible.

Although foreign language enrollments have risen, the overall secondary school population has declined. With fewer and fewer students in upper level language courses, it has become increasingly difficult for school districts to maintain separate honors or accelerated courses or even any type of course exclusively for fourth or fifth year students. Alternatives such as encouraging students to take courses at neighboring colleges, combining classes, rotating courses, or providing opportunities for independent study have been implemented in some schools with varying degrees of success. All of these options present many challenges to the teacher, who is often already overburdened with an excessive number of course preparations, sometimes in more than one language or school.

Combined classes are sometimes called mixed-level classes. No matter what the combination, students in the class do not all have the same background or capabilities, and meeting their needs is difficult. Planning is the key to success in such an arrangement, which can of necessity lead to an exciting student-centered, interactive classroom.

Respondents to our survey present alternatives for coping with low enrollments at the upper level:

- o Teach essentially two different courses within one class, making use of technology such as language labs, video, and computers for one group while the other group is with the teacher;
- o Use peer tutoring and grouping;
- o Devise semester- or full-year courses taught in alternate years so that students can have a two-year non-sequential program;
- o Design courses around thematic units or subjects such as history or fine arts;
- o Utilize native speakers from the school or community;

- o Provide independent study opportunities with a designated teacher as mentor.

Independent and Accelerated Programs

Independent study is a common alternative when there are insufficient numbers of students for a given course. It is also a means for students to accelerate. Problems arise when students who have already taken three or four years of one foreign language wish to begin another. It is not appropriate to place these students in beginning classes with others who have little or no experience in foreign languages. For this reason, many schools have accelerated or independent study options which allow students to complete two years or more of language study in one. The major drawback to independent study is that there are insufficient opportunities for oral and group work. The following schools have independent or accelerated study options in foreign languages:

School: AMESBURY HIGH SCHOOL

Description: Latin may be taken as an independent study course.

Respondent: Dianne J. Swistak, Spanish/English teacher

School: BELMONT, CHENERY MIDDLE SCHOOL

Description: Teachers may provide special opportunities for gifted students to accelerate so they may advance a year upon entering high school.

Respondent: Carmela Schipani, Spanish/Latin teacher

School: CAMBRIDGE RINDGE AND LATIN SCHOOL

Description: Individualized French Program, levels I-V. A variable credit course. Teacher-prepared units of study contain all necessary programmed instructions and both written and taped materials. Students work alone or in groups to complete a given packet. When ready, students take oral and written tests and quizzes, and must achieve 80% or better before proceeding to the next packet. Students in levels I and II are grouped in one class period; those in levels III, IV, and V are grouped in another. At the beginning of the year, the student and the teacher agree on a specific amount of work to be accomplished. This amount is equivalent to full credit for the course. Less or more work is prorated in terms of credit. A student may get two or three extra credits, or if he or she performs below standard, less than the ten credits awarded for full-year courses at CRLS. This is called variable credit.

Respondent: Walter Patacchiola, coordinator of modern foreign languages

School: CHELMSFORD HIGH SCHOOL

Description: Students occasionally choose independent study.

Respondent: Cynthia Tonrey, foreign language department head

School: CONCORD-CARLISLE REGIONAL HIGH SCHOOL

Description: Accelerated program in French, Spanish, Latin. Independent study also possible.

Respondent: Elaine M. Hardie, foreign language chairperson

School: DARTMOUTH HIGH SCHOOL

Description: Students may choose independent study.

Respondent: Conrad R. Levesque, foreign language department chairman

School: FRAMINGHAM, NORTH HIGH SCHOOL

Description: Talented students sometimes skip a year of the foreign language sequence and do independent study during their senior year.

Respondent: Paul Hayes, foreign language department head

School: HINGHAM HIGH SCHOOL

Description: French and Spanish immersion classes are open to juniors and seniors to provide a second daily foreign language offering. The emphasis is on using the target language. Topics deal with art and music appreciation, current events, cooking, literature, culture and civilization.

Respondent: John P. Nionakis, chairman, foreign language services

School: LEXINGTON HIGH SCHOOL

Description: Students may choose independent study. They may also study Italian, Chinese or Ancient Greek in courses which meet twice a week. This allows students enrolled in the regular foreign language program offerings to study two or more languages if they are unable to schedule two four-period per week language courses..

Respondent: Anthony Bent, coordinator of foreign languages

School: MELROSE HIGH SCHOOL

Description: Students may choose independent study.

Respondent: Phyllis Dragonas, director of foreign languages

School: NEEDHAM HIGH SCHOOL

Description: Students may choose independent study if teacher is available.

Respondent: Betty Athanasoulas, Spanish/Latin teacher

School: NORTH MIDDLESEX REGIONAL HIGH SCHOOL

Description: Students may choose independent programs.

Respondent: Spencer C. Brookes II, talented and gifted coordinator, grades 9-12

School: NORWELL HIGH SCHOOL

Description: There is an independent study option for students to accelerate.

Respondent: Phyllis S. Dunn, Latin teacher

School: SCITUATE HIGH SCHOOL
Description: Students who have demonstrated superior ability in one foreign language and who wish to begin the study of a second foreign language may complete a two-year program in one year by accelerating the completion of level I and enrolling in level II. There are two options: 1. Cover level I with a tutor during the summer and pass a level I final exam prior to the opening of school; and 2. Enroll in level I, proceed at a faster pace than the rest of the class, taking unit exams when appropriate, pass a level I final exam and transfer to a level II class. The same procedure may apply to the completion of levels II and III in one year.
Respondent: Mario Catinella, foreign language department chairman

School: WAKEFIELD HIGH SCHOOL
Description: Students may choose independent study, which is encouraged for those bright students who are studying a second foreign language.
Respondent: Laurent Benoit, chairman, foreign language department

School: WELLESLEY HIGH SCHOOL
Description: Although independent study is discouraged, students who have completed fifth-year honors courses prior to senior year may choose independent study by special arrangement. There is an independent study course offered in Ancient Greek, with students meeting as a group when scheduling permits.
Respondent: Paul S. Brown, Spanish teacher

School: WINTHROP HIGH SCHOOL
Description: Students may choose independent study.
Respondent: Richard F. Scire, foreign language department head

School: WOBURN HIGH SCHOOL
Description: Students may proceed through the foreign language sequence at their own pace.
Respondent: Lucille LeGrand Lyons, chairman, foreign language department

Beyond the Classroom

There are many ways in which teachers can and do enhance the study of foreign languages and cultures. From language clubs to Foreign Language Week activities, from exchange programs to community resources, from video to satellite communications, schools in the Commonwealth are using every available option to strengthen foreign language programs.

In most schools, active language clubs involve students in celebrating holidays and customs of the target culture, viewing films, attending concerts, and tutoring classmates. In some schools, such as Acton-Boxboro Regional High School, foreign language honor societies recognize the very best language students. These students participate in service activities and provide tutoring to classmates.

Many respondents encourage students to participate in various national language examinations such as those sponsored by the American Associations of Teachers of French (AATF), Teachers of Spanish and Portuguese (AATSP), Teachers of German (AATG), Teachers of Italian (AATI), and the National Junior Classical League (NJCL). Thousands of Massachusetts students took these exams in 1986. Students compete against each other nationwide on the tests; top scorers are recognized with certificates, prizes, and even scholarships for study and travel. Teachers also encourage students to take College Board Achievement Tests, and schools with accelerated or honors programs prepare fourth- and fifth-year students to take the College Board Advanced Placement Examinations. Several respondents mention that they organize special after-school review sessions to prepare students for these important exams.

Making foreign languages and cultures real to students is not always an easy task. Too often, students at the secondary level have little tolerance to accept differences in people or customs. Building cultural awareness and a sensitivity toward other peoples of the world must begin at an early age. Language teachers have a role to play in the development of such attitudes, and they can make a positive contribution to the elementary school curriculum in this area. Janet Wohlers, foreign language department head in the Weston Public Schools, describes the "Dia de Fiesta" which is the culmination of Weston's third grade social studies unit on Mexico:

The Weston Public Schools' Language Department under the guise of the International Club annually invites the entire third grade to a DIA DE FIESTA, a two and one-half hour Spanish immersion program to culminate the third grade social studies unit on Mexico.

Each class arrives by bus wearing Spanish names, a particular color, and carrying a banner that represents their city, i.e. Monterey. High school students of Spanish, *jefes y ayudantes*, assigned to each city greet their guests with colored ribbons and immediately lead them to their designated "city limits" for "conversation," minilessons on colors and numbers, and games. This is in anticipation of the Gran reunion which brings everyone together for singing and dancing. After a Mexican lunch in the cafeteria, each class again proceeds to their "city" to break the traditional pinata which the third graders had designed and made during their art classes.

With noisy adios bid to their Spanish hosts, the young guests board their buses not only happy and proud of their experience as Mexican chicos but also of having visited and had lunch with the "big kids" of the high school!

Endless possibilities exist for similar activities among all age groups. Interdisciplinary experiences are crucial to enhancing global awareness in our schools.

Indeed, one of the greater challenges facing foreign language teachers is to create a culturally rich environment within the school setting. One of the most common ways respondents bring students into contact with native speakers of the languages they teach is through exchange programs. Twenty-six schools report having exchange programs with one

or more countries. Although the model varies, these programs are usually two-way exchanges, involving two- or three-week homestays both in the foreign country and here. The homestay experience includes a planned program of sightseeing and activities, as well as attendance at the partner school. Some schools in the Commonwealth arrange their own school-to-school exchanges, but many schools participate in the School Exchange Service programs sponsored jointly by the Council on International Educational Exchange and the National Association of Secondary School Principals. The cost to students ranges from \$700-\$1100 for three weeks, so the number of qualified students who can afford such a trip is naturally limited. Fundraising can defray some of the cost, but travel abroad is a significant expense. For this reason, the two-way nature of a school exchange ensures that all students benefit from the exchange, not just those who are fortunate enough to go abroad.

A school exchange program brings foreign students into the school and into the foreign language classrooms. The visiting students are invited to all appropriate classes to take part in special projects and activities during their visit. At Wellesley High School, several French classes are linked on an ongoing basis with similar classes in Wellesley High's French partner school in a "classe correspondante" project. Students in a given class communicate back and forth via classroom packets containing reports, audio cassettes, photo essays, and letters. These materials are shared among the whole class, with letters directed to individual students. When the exchange group visits, both here and in France, any members of the linked classes who are exchange participants get together and communicate in person. Both the project and the exchange have been invaluable in creating a personalized context for language study at Wellesley High School. Future plans include contact via computer and satellite communications, with enhanced video projects made possible through the purchase of multistandard equipment.

What language teachers have overlooked, perhaps, is the presence of native speakers right in the school or community. Several respondents mention using community resources to enhance language instruction, but few touch on the endless possibilities for engaging students in the school who are speakers of other languages. These students may be in ESL or bilingual programs, or they may be foreign students attending the school for a limited time through a program such as AFS (American Field Service) or YFU (Youth for Understanding).

Walter Patacchiola, coordinator of foreign languages in the Cambridge Public Schools, reports that volunteers have been a regular feature of Cambridge Rindge and Latin School for many years. Coordinated through a special Cambridge School Volunteers office, eleven volunteers have been working with students in and out of class in French, Spanish, German, and Italian during the 1985-86 school year. The volunteers, who are from local universities, the school, or the community, meet with students two or three times a week. Janet Wholers, foreign language department head in Weston, writes that a PTO (Parent-Teacher Organization) member serves as liason to coordinate foreign language activities and to help recruit parents who can serve as guest speakers. Virginia Zanger's book, Exploración Intercultural: Una Guía Para el Estudiante, focuses on activities in which students interview Hispanics in their own community. Subsequent activities are based on the results of these interviews. William Spencer, foreign language department head at Masconomet Regional High School, also reports on the positive effects of bringing native speakers into the school.

While some schools make regular use of native speakers to enhance classroom instruction, other schools may plan such activities around a school-wide event such as Foreign Language Week. A national event sponsored by the American Council on the Teaching of Foreign Languages (ACTFL) and Alpha Mu Gamma, Foreign Language Week takes place annually during the first week in March. Many respondents report that this is a significant event which highlights the importance of languages and international studies. Foreign Language Week is celebrated in many different ways in different schools: guest speakers, poster contests, opportunities for creative writing, assemblies, PA announcements in foreign languages, food festivals, performances, broadcasts, and/or plays. Reading Memorial High School has an extensive Foreign Language Festival which involves the entire community. The biannual event features exhibits, slide presentations, eating establishments, live performances, video presentations and a computer exhibit. Barbara Kelley and Cheryl Enright, language teachers at Rockport High School, organize a mystery voice contest. Students listen to recordings of nonlanguage teachers speaking a variety of languages (often with coaching) as they try to guess the teachers' identities in one of the Foreign Language Week contests. At Westford Academy, International Day in the fall is a Saturday event where students speak only the foreign language in a full program of activities.

Several schools mention having career awareness assemblies throughout the year, when representatives from business and a variety of other professions speak about the way they use foreign languages in their work. Claire Berthiaume, foreign language department head at Framingham South High School, mentions that representatives from Prime Computer, Data General, Bose, and Dennison Manufacturing have been most helpful during their visits to South High. By exposing students to the usefulness of knowing a foreign language, the classroom experience becomes more relevant and students become more aware of the value of learning a second language.

Exemplary Programs

As noted earlier, Title II of the Education for Economic Security Act is federal legislation designed to strengthen instruction in math, sciences, foreign languages and computers. Grants administered by the Massachusetts Department of Education are directed at exemplary programs and at schools wishing to replicate these programs. In the first year of the grant procedure, several exemplary programs have been identified.

School: BOSTON LATIN SCHOOL

Program: "French Film: Entertainment for Education"

Grade: 12

Description: This course on contemporary French culture in a variety of francophone countries uses film on videotape as the medium of instruction. In an age of television and film awareness, students are particularly attracted to the classic films shown in this course. They use visual as well as aural skills in comprehending what they see, and absorb verbal as well as non-verbal differences in culture. The films are grouped around the following topics, which form the thematic basis of the course: la jeunesse, classiques de la littérature française, le colonialisme, la guerre et la série noire, personnages bien connus, la France actuelle et les arts.

Contact: Elaine Woodward or Michele LePietre, teachers of Modern and Ancient languages

School: BOSTON, SOLOMON LEWENBERG MIDDLE SCHOOL

Program: "French--A Multicultural Exchange"

Grade: 6

Description: This middle school French program is designed to expand the horizons of staff, students, and the entire school community, including a significant number of bilingual Haitians and other native speakers of French. The French-speaking students in the French class serve as excellent models for their English-speaking classmates. The need to share and participate in an exchange of cultures has been as acute as the need to facilitate desegregation and the integration of minority students into the regular education program. This successful course has resulted in a constant cross-cultural exchange and interaction among students, who can be heard speaking French throughout the building, on the bus, and at home.

Contact: Alphonse Cassamajor, French teacher

School: LINCOLN SUDBURY REGIONAL HIGH SCHOOL
Program: "Project VCR: Video Classroom Resource"
Grades: 9-12
Description: In the Project VCR portion of their Spanish course, students are assigned to work in groups of 3-5. The first objective is to agree upon a theme, and write their own interpretation of a well-known children's story, public service announcement, advertisement, or segment from a television program. Input from the teacher is ongoing during this writing phase of the project. There are subsequent group rehearsals and videotaping sessions. The second semester uses slightly different guidelines, and many segments are filmed on location in the community, where students are less reluctant to communicate in the foreign language in a natural setting. Students approach local merchants or businesses for use of space for on-location videotaping, thus fostering a sense of cooperation between school and community. Foreign students in the school are invited to participate in the productions. Student performance is evaluated in three ways: through self-evaluation, peer evaluation, and teacher evaluation. The teacher uses the ACTFL Oral Proficiency Guidelines to rate students' speaking proficiency. The final result of Project VCR is a video magazine featuring world news capsules, editorials, and commercials.
Contact: Lorraine Gandolfi, Spanish teacher

School: SPRINGFIELD, 8 ELEMENTARY SCHOOLS

Program: "Spanish and French FLES Program"

Grades: 5-6

Description: The program offers instruction in French and Spanish to as many fifth and sixth graders as scheduling permits. Teachers emphasize the development of listening and speaking skills. Instruction is given two to three times a week for a total of one hour. The curriculum includes language and culture, making use of a variety of activities, role-playing situations, games, skits, and art activities. Students learn poems, songs, and rhymes to reinforce language concepts. They share their activities with classmates by participating in assembly and holiday programs. The teachers coordinate some units with the social studies curriculum.

French students in grade 6 participate in the National French Contest (AATF Exam) and regularly receive Honorable Mention. A Spanish Comprehension Contest has been started for Springfield students in grade 6, and grade 5 and 6 students participate in a citywide foreign language recitation contest each spring. Students who start their language experience early often pursue a long sequence of language courses and ultimately study more than one foreign language.

Contact: Kathleen M. Riordan, supervisor of foreign languages

School: SPRINGFIELD, SUMNER AVENUE SCHOOL, SIXTEEN ACRES SCHOOL

Program: "Elementary School Spanish Language and Culture"

Grades: K-4

Description: Students of all races and ability groups participate in the Spanish Language and Culture instruction in these two Chapter 636 magnet schools. All student receive 30 minutes to one hour of Spanish instruction weekly. Students develop a greater understanding of Spanish culture and language, which leads to enhanced integration of Hispanic and non-Hispanic children. Activities include introducing Spanish vocabulary through songs and games, dialogues between Hispanic and non-Hispanic children, discussions of history and culture, and a variety of art projects. The Hispanic children develop a very positive self-image, since they are viewed as the authorities or key resources by their non-Hispanic peers. The non-Hispanics develop increased cultural sensitivity as they learn Hispanic customs and traditions, and have an excellent opportunity to develop conversational language capabilities early in their education as part of their total school curriculum.

Respondents: Sharyn Thomas (Sixteen Acres School); Linda Haska (Sumner Avenue School)

School: SPRINGFIELD JUNIOR HIGH SCHOOLS

Program: "The French Connection"

Grade: 7

Description: The program integrates the resources of the Museum of Fine Arts and the George Walter Vincent Smith Art Museum with the first-year junior high school French curriculum. Special French language activities are designed for the unit, which begins with the visit of an artist to the French class. The visiting artist presents an introduction to the museum exhibits the students will see later. Kits of French art reproductions and language activities are used. At the museum, students study the actual paintings and then prepare art projects which are displayed at the museum. The French teacher follows up the experience by using the paintings as a basis for discussion of vocabulary or themes inspired by the paintings. In addition to French language development, art appreciation, and the strengthening of school-community ties, the program aims to encourage the participation of traditionally underrepresented socioeconomic groups in museum experiences and to encourage independent student and family visits to the art museum as students prepare extracredit projects.

Contact: Kay Nichols or Kathleen Riordan

School: WELLESLEY HIGH SCHOOL

Program: "Spanish 11--An Honors First-Year Spanish Course Incorporating Proficiency-Based Instruction"

Grades: 9-12

Description: This course capitalizes on students' high motivation and linguistic competence to provide a carefully orchestrated mix of methods and materials leading to proficiency in all skill areas. Students are of varied ages and may already have significant training in another foreign language, or they may be native speakers of a language other than English. The carefully planned goals and activities have evolved from intensive curriculum development and result in student performance significantly above that of regular beginning Spanish classes.

Contact: Miriam Grodberg, Spanish teacher

DIRECTIONS FOR THE FUTURE

Strengthening foreign language education in the Commonwealth requires a strong commitment to international education. Federal agencies, the Massachusetts Department of Education, local education agencies (LEAs), and individual school program leaders and teachers must all be willing to provide the necessary resources, to take the necessary action.

There are indeed specific recommendations to be made, based on information reported in this publication and elsewhere. As the Introduction to the November 1985 position paper of the Council of Chief State School Officers (CCSSO) states, "The United States is truly an international society. Our people originate in every part of the world. Our lives are part of a global community--one joined by common economic, social, cultural, and civic concerns. Education in these United States must prepare us to participate in this global society." What, then, are our options for strengthening foreign languages and international studies? Where do schools in the Commonwealth stand with respect to these recommendations? And, more importantly, what should the future bring in terms of a renewed commitment to foreign languages and international studies?

Throughout the nation, individual state initiatives clearly show a commitment to improved foreign language instruction. Position papers, task forces, increased language requirements, international high schools, funding based on numbers of students enrolled in programs, teacher certification requirements, and inservice workshops all attest to this commitment. Individual state initiatives and activities are summarized in a March 1986 report prepared by the Joint National Committee for Languages (JNCL), Washington D.C. (see insert, Appendix J.)

The following CCSSO recommendations are particularly germane as we seek to improve foreign language education in the Commonwealth. Many of the suggestions have already been implemented here in Massachusetts, while others deserve our immediate attention.

Recommendations to State Education Agencies:

- o Provide leadership in working with local education agencies (LEAs) to improve the quality of teaching and learning second languages and providing an international perspective in existing studies. These initiatives should include the following:
 - a. surveying existing talent and resources within the state and assessing need;
 - b. developing curriculum with an international perspective in geography, history, social sciences, second languages, mathematics, sciences and the arts; preparing an evaluation framework for programs; and planning for personnel training and public information;
 - c. encouraging addition of the less commonly taught second languages to school offerings; and
 - d. engaging business, civic and professional groups and other state agencies having international concerns (commerce, agriculture) in support of international education.
- o Encourage participation in international exchange programs by administrators, teachers and students. Expand the use of America's ethnic and linguistic minorities, foreign students, returned Peace Corps volunteers, and other Americans having extensive experience abroad in second language teaching and international education.
- o Provide a focus on international education and study of second languages through state assessment and data collection systems. Establish teacher certification and accreditation procedures so that second language teachers demonstrate a high level of language proficiency and teaching ability, as well as knowledge of the people, history and institutions of the nation(s) or region in which the language is spoken.
- o Require LEAs to provide the opportunity for all students to study a second language, introducing these opportunities at the elementary school level where possible.
- o Establish expectations and proficiency in second languages for students completing high school.

Recommendations to Local Education Agencies:

- o Adopt policies and support programs designed to strengthen second language study and international education. Review tests and assessment programs to ensure that international dimensions are adequately considered.
- o Establish with existing courses of study at the elementary and secondary level (geography, history, social sciences, second languages, mathematics, science and the arts) a worldwide perspective to assure students an international and cross-cultural exposure.
- o Provide teachers and other professionals with opportunities to participate in exchange and inservice programs that improve their competence in second languages.
- o Provide every student with opportunity to begin the study of a second language in the earliest years of formal education and to continue study of the language until a functional proficiency has been achieved. Local districts are encouraged to identify students with high aptitude for language study and provide opportunity for these students to pursue advanced study, in regular or special schools, such as "international high schools," and to have opportunities to live and study in other nations. Local education agencies are encouraged to offer uncommonly taught languages (Arabic, Chinese, Portuguese and Russian).

Inroads have been made in the Commonwealth in the domain of teacher support and training. Commonwealth Inservice grants are available for teacher training. Horace Mann and Lucretia Crocker programs may fund initiatives in the field of foreign languages. EESA Title II Exemplary Program Grants have already recognized model programs and will provide assistance to schools wishing to replicate these programs. Global Perspectives in Education, Inc., NY, NY, sponsors a grant program for schools. Global Perspectives' Youth Exchange Community Network Grants provide seed money for projects which show cooperation among community groups and which serve a useful purpose in stimulating local interest in and support for international youth exchanges.

The College Entrance Examination Board (CEEB) has made a significant commitment in supporting the effort to improve foreign language education for all students, particularly at the high school level. The CEEB's Project Equality is

designed to assist local education agencies in the academic preparation of students for college. Most educators are familiar with the booklet, "Academic Preparation for College," published in 1983. In 1986, the CEEB published a guide for foreign language educators, "Academic Preparation in Foreign Languages," and plans to provide support in curriculum development to school systems on an ongoing basis. Kathleen Riordan, past-president of MaFLA and supervisor of foreign languages in the Springfield Public Schools, has been named to the Foreign Language Advisory Committee working on Project Equality.

The Massachusetts Department of Education, in conjunction with the Massachusetts Association of Bilingual Educators (MABE), the Massachusetts Association of Teachers of English to Speakers of Other Languages (MATSOL), and the Massachusetts Foreign Language Association (MaFLA), sponsored a symposium at Southeastern Massachusetts University entitled, "Language and the World of Work in the 21st Century" in June 1986. The symposium brought together key researchers, educators, and leaders in the fields of language, education, and technology. Keynote speaker Howard Gardner, of Harvard University, addressed the educational implications of multiple intelligences. Other topics included the use of computers in language instruction, multiculturalism, language proficiency, and creative collaboration on curriculum. The symposium provided a forum for important dialogue between foreign language, ESL (English as a Second Language), and bilingual educators who share many common goals. It was a first step in bridging the gap between these groups.

In the summer of 1986, another cooperative effort provided training in teaching foreign languages in the elementary schools for 60 educators. This FLES workshop, held at Worcester State College, was organized by MaFLA and COLT, the Connecticut Organization of Language Teachers. It was funded by the Connecticut and Massachusetts State Departments of Education, and by McGraw-Hill, Addison Wesley, and National Textbook Company, three publishers of foreign language materials. FLES is only one of the many topics which will be treated at the MaFLA annual Fall Conference. The 1986 conference, scheduled for November 7-8 at the Newton Marriott, features Rose L. Hayden, Executive Director of the National Council on Foreign Language and International Studies, as the keynote speaker. Tracy Terrell is one of many workshop presenters.

Other professional development opportunities are currently in the planning stages. These include a proficiency workshop for secondary teachers awaiting funding under the Board of Regents private college collaborative projects. MaFLA and The Elms College are organizing the workshop, slated for the summer of 1987. Also scheduled for

summer 1987 is a repeat of MaFLA's successful immersion workshops for teachers of French and Spanish. Finally, the Department of Education expects to continue curriculum and instruction workshops for teachers, to be held at the regional centers throughout the state during 1986-87.

School districts need to act now on the recommendations which call for foreign language programs at the elementary schools, and increased resources and support for teachers at all levels. And teachers need to rethink their instructional strategies if their goal is communicative competence. According to Charlotte Cole and Floy Miller, French teachers at Walpole High School who have developed a highly respected proficiency-based curriculum at the secondary level, teachers must assume active roles in curriculum development. In so doing, they should be guided by strategies highlighted by practitioners and researchers in the Commonwealth and across the nation:

- o Speak the target language in class.
- o Increase student participation in all phases of the teaching/learning process.
- o Allow for more meaningful and communicative activities and make these an integral part of every class .
- o Use native speakers in the classroom whenever possible, and make optimum use of community resources.
- o Use both achievement and proficiency tests to assess student performance.
- o Use the modern technological capabilities of computers, video, and satellite communications to enhance instruction.

In the final analysis, school districts that are willing to follow the recommendations outlined in this publication can be proud of their commitment to quality education. More importantly, they can be proud of their commitment to prepare students for the 21st century, for life in a world of many races, many tongues, all dependent on one another for their future.

NOTES

APPENDIX A

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APPENDIX B

PROFESSIONAL ORGANIZATIONS AND USEFUL ADDRESSES

Professional Associations and Publications

Academic Alliances: School/College Faculty Collaboratives

Groups meet regularly to share ideas and improve the quality of programs at the local level. According to Academic Alliances literature, "Members of collaborative groups help each other keep up-to-date on recent developments in their field, study texts and concepts that are of central importance to their discipline, and focus on issues of local, regional, or national concern to the subject they teach." Publishes Collaborare newsletter.

Boston Collaborative: Stephen Sadow, Modern Languages, Northeastern University, Boston, MA 02115

Essex County Language Association for Teachers (ELCAT): Gerard Gagne, Methuen High School, Methuen, MA 01844

Greater Springfield Collaborative: M. Carmen Richards, W. Springfield High School, Piper Rd., W. Springfield, MA 01089

Greater Worcester Collaborative: Walter Schatzberg, Clark University, Worcester, MA 01610

Northern Pioneer Valley Collaborative: David Ball, Dept. of French Language and Literature, Smith College, Northampton, MA 01063

American Association of Teachers of French (AATF), 57 East Armory, Champaign, IL 61820, (217) 333-2842

Publishes The French Review and the AATF National Bulletin. Sponsors the Grand Concours, national exams for elementary and secondary students of French, and the Societe Honoraire de Francais, an honor society for high school students.

American Association of Teachers of German (AATG), 523 Building, Suite 201, Route 38, Cherry Hill, NJ 08034, (609) 663-5264; Massachusetts Chapter, Georg Steinmeyer, Amherst-Pelham Regional High School, Amherst, MA 01002

Publishes German Quarterly and sponsors the National German Exam for high school students.

Upcoming meetings: with ACTFL as listed below

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American Association of Teachers of Italian (AATI), Edoardo Lezano, Department of French and Italian, Indiana University, Bloomington, IN 47401

Publishes Italica

Upcoming meeting: Sept. 26-27, 1986, First regional conference of teachers of Italian in New England, sponsored by Italian Consulate General, 100 Boylston St., Boston, 02116

American Association of Teachers of Slavic and East European Languages, Catherine Chvany, Dept. of Russian, M.I.T., Cambridge, MA 02138

Publishes Russian Studies Newsletter

American Association of Teachers of Spanish and Portuguese (AATSP), Lynn Sandstedt, Dept. of Hispanic Studies, University of No. Colorado, Greeley, CO 80639; Massachusetts Bay Chapter, Alex Quiroga, 25 Bubier Rd., Marblehead, MA 01945

Publishes Hispania and sponsors the National Spanish Exam.

Upcoming meeting: Sept. 26-27, 1986, Second Biennial Northeast Regional Meeting, U/Mass Amherst

American Council on the Teaching of Foreign Languages (ACTFL), C. Edward Scebold, Executive Director, 579 Broadway, Hastings-on-Hudson, Ny 10706, (914) 478-2011

Can provide consultants, materials, workshops.

Publishes Foreign Language Annals six times a year in addition to the annual Foreign Language Education series volume (National Textbook Company).

Upcoming meetings:

Nov. 21-23, 1986, Dallas, TX

Nov. 20-22, 1987, Atlanta, GA

American Classical League (ACL), Richard A. LaFleur, Classics Dept., University of Georgia, Athens, GA 30602

Publishes The Classical Outlook. Sponsors the National Latin Exam for high school students in conjunction with the National Junior Classical League.

Chinese Language Teachers Association, Shou-hsin Teng, Dept. of Asian Languages, U. Mass., Amherst, 01003

Publishes Journal of the Chinese Language Teachers Association

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Classical Association of Massachusetts (CAM), Linda Ciccariello, Winchester High School, Winchester, MA 01890

Publishes the CAM Courier

Upcoming meeting: Annual meeting held in March

Classical Association of New England (CANE), Gilbert Lawall, 71 Sand Hill Rd., Amherst, MA 01003

Publishes New England Classical Newsletter

Upcoming meeting: Apr. 3-4, 1987, Deerfield Academy, Deerfield, MA

ERIC Clearinghouse on Languages and Linguistics, 1118 22nd St., NW, Washington, DC 20037

Collects, indexes, and disseminates conference papers, curriculum guides, research reports and other documents. Access to the ERIC database is in paper copy and through 700 microfiche collections worldwide.

Publishes ERIC/CLL News Bulletin

Joint National Committee for Languages (JNCL) - Council for Languages and Other International Studies (CLOIS), J. David Edwards, Executive Director, 20 F. St., NW, Fourth Floor, Washington, DC, 20001, (202) 783-2211

Provides information on member organizations and coordinates the lobbying effort for legislation dealing with foreign languages.

Massachusetts Association of Bilingual Educators (MABE), Gilman Hebert, Massachusetts Department of Education, 1385 Hancock St., Quincy, MA 02169

Publishes MABE Newsletter

Upcoming meeting: Nov. 14-15, 1986, Sheraton Boxborough, "Education for Global Understanding"

Massachusetts Association of Teachers of English to Speakers of Other Languages (MATSOL), Judith DeFilippo, Northeastern University, Boston, 02115

Upcoming meeting: October 31-November 1, 1986

Massachusetts Department of Education, Bureau of Educational Resources, Sheryl Boris-Schacter, Director, Resource Information and Referral Program, 75 Acton St., Arlington, MA 02174

Publishes "A Helpful Guide for Teaching International Studies and Foreign Languages: A Bibliography"

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Massachusetts Foreign Language Association (MaFLA), Fran Lanouette, Reading Memorial High School, Reading, MA 01867

Publishes the MaFLA Newsletter and MaFLA Bulletin, Mary Ann Vetterling, Editor, 35 Turning Mill Rd., Lexington, MA 02173. Sponsors MaFLA student and teacher awards and teacher training workshops.

Upcoming meetings:

Nov. 7-8, 1986, Newton, MA

Nov. 6-7, 1987, Newton, MA

Modern Language Association (MLA), 62 Fifth Avenue, New York, NY 10011

The Modern Language Journal, David P. Benseler, ed., German Department, Ohio State University, Columbus, OH 43210

National Council on Foreign Language and International Studies, Rose Hayden, Executive Director, 605 Third Avenue, New York, NY 10158, (212) 490-3520

Serves as clearinghouse for information on programs and groups that promote foreign language education. Seeks to promote cooperative efforts with groups outside the profession.

Northeast Conference on the Teaching of Foreign Languages, James Dodge, Box 623, Middlebury, VT 05753

Publishes Northeast Conference Newsletter, and Reports of the annual conference. Sponsors students awards, Winter Workshops, and Outreach Workshop Training Program.

Upcoming meeting: Apr. 23-26, 1987, New York

Teachers of English to Speakers of Other Languages (TESOL), James Alatis, Georgetown University, Washington, DC 20057, (202) 625-4301

Organizations Supporting International Education and Youth Exchange Initiatives

American Field Service, International Intercultural Programs, 313 E. 43rd St., New York, NY 10017, (212) 661-4550

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Council on International Educational Exchange (CIEE), 205 E.
42nd St., New York, NY 10017

School Exchange Service sponsors school-to-school
student exchanges in conjunction with the National
Association of Secondary School Principals
(NASSP). CIEE sponsors many other programs and
services.

The Experiment in International Living, Kipling Road,
Brattleboro, VT 05301

Offers summer study and exchange programs.
The School for International Training offers
post-secondary programs.

German American Partnership Program (GAPP), Goethe House,
1014 Fifth Ave., New York, NY 10028, (212)
744-8310

Sponsors school exchange programs

Global Perspectives in Education, Inc., 218 E. 18th St., New
York, NY 10003, (212) 647-4167

Publishes Intercom and provides services to schools,
school districts, educational agencies, and to all
concerned with global awareness education in the
elementary and secondary schools and in the
community.

NACEL Cultural Exchanges, Suzi Smith, Box 221, Canton, CT
06019, (203) 693-8549

Sponsors homestay programs in France or Spain.

Spanish Heritage - Herencia Espanola, 116-53 Queens Bvd.,
Forest Hills, NY 11375

Sponsors exchange and travel programs, and teacher
awards.

Youth for Understanding, 3501 Newark St., NW, Washington,
DC, 20016, (202) 966-6808

Sponsors exchange and travel programs.

APPENDIX C

LOCAL PUBLIC SCHOOL LANGUAGE PROGRAMS AS REPORTED BY RESPONDENTS

TOWN	GRADE K	1	2	3	4	5	6	7	8	9	10	11	12
Abington									R	R	R	R	R
Amesbury									R	R	R	R	R
Attleboro										R	R	R	R
Barnstable								X	R	R	R	R	R
Belmont							X	R	R	R	R	R	R
Beverly							X	R	R	R	R	R	R
Billerica								X	X	R	R	R	R
Boston (varies by school 3-8)					G	G	G	R	R	R	R	R	R
Braintree							XG	RG	RG	R	R	R	R
Brockton					G	G	G	RG	RG	R	R	R	R
Brookline								R	R	R	R	R	R
Burlington							R	R	R	R	R	R	R
Cambridge (varies by school at K-6 level)								R	R	R	R	R	R
Canton								X	R	R	R	R	R
Carlisle (K-8 system)								X	X				
Chelmsford								X	R	R	R	R	R
Chicopee								X	X	R	R	R	R
Danvers								R	R	R	R	R	R
Dartmouth									R	R	R	R	R
Fitchburg										R	R	R	R
Foxborough										R	R	R	R

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TOWN	GRADE K	1	2	3	4	5	6	7	8	9	10	11	12

Framingham							F	R	R	R	R	R	R
Franklin								XR	XR	R	R	R	R
Gloucester									R	R	R	R	R
Granby									R	R	R	R	R
Greenfield								X	R	R	R	R	R
Hingham						F	F	R	R	R	R	RI	RI
Holliston	I	I	I	I	I	I	I	IR	IR	IR	IR	IR	IR
Holyoke				F	F	F	F	R	R	R	R	R	R
Hudson								R	R	R	R	R	R
Hull								R	R	R	R	R	R
Ipswich									R	R	R	R	R
Lawrence										R	R	R	R
Lee										R	R	R	R
Lexington					F	F	R	R	R	R	R	R	R
Lowell										R	R	R	R
Ludlow									R	R	R	R	R
Lynn								R	R	R	R	R	R
Lynnfield							R	R	R	R	R	R	R
Manchester								R	R	R	R	R	R
Marblehead								R	R	R	R	R	R
Marlboro										R	R	R	R
Medford								R	R	R	R	R	R
Melrose								R	R	R	R	R	R
Millbury									R	R	R	R	R

APPENDIX C

TOWN	GRADE K	1	2	3	4	5	6	7	8	9	10	11	12
Milton							X	R	R	R	R	R	R
Natick									R	R	R	R	R
Needham								R	R	R	R	R	R
Newton								R	R	R	R	R	R
No. Reading										R	R	R	R
Northampton							F	R	R	R	R	R	R
Norwell								R	R	R	R	R	R
Norwood								X	R	R	R	R	R
Peabody									X	R	R	R	R
Quincy										R	R	R	R
Randolph								R	R	R	R	R	R
Raynham							X	R	R	R	R	R	R
Reading									R	R	R	R	R
Revere										R	R	R	R
Rockport							R	R	R	R	R	R	R
Salem										R	R	R	R
Sandwich									R	R	R	R	R
Scituate								R	R	R	R	R	R
Shrewsbury							R	R	R	R	R	R	R
Somerset								R	R	R	R	R	R
Somerville									X	R	R	R	R
Southbridge							R	R	R	R	R	R	R
Springfield (K-4 varies by sch.)						F	F	R	R	R	R	R	R
Swampscott								X	R	R	R	R	R
Swansea								RX	R	R	R	R	R

APPENDIX C

TOWN	GRADE K	1	2	3	4	5	6	7	8	9	10	11	12
Taunton						F	F			R	R	R	R
Tewksbury								R	R	R	R	R	R
Wakefield								R	R	R	R	R	R
Walpole								X	R	R	R	R	R
Waltham								R	R	R	R	R	R
Watertown								R	R	R	R	R	R
Wayland								R	R	R	R	R	R
Wellesley								R	R	R	R	R	R
Westford								R	R	R	R	R	R
Weston								R	R	R	R	R	R
Westwood										R	R	R	R
Weymouth								R	R	R	R	R	R
Wilbraham							R	R	R	R	R	R	R
Wilmington								X	R	R	R	R	R
Winchester								R	R	R	R	R	R
Winthrop					F	F	R	R	R	R	R	R	R
Woburn								X	R	R	R	R	R
Worcester								R	R	R	R	R	R

KEY

I = Immersion program

F = FLES program

X = FLEX program

R = Regular language program

G = Gifted and talented program

APPENDIX D

ACADEMIC REGIONAL SCHOOL LANGUAGE PROGRAMS AS REPORTED BY RESPONDENTS

REGIONAL SCHOOL/TOWN	GRADE	6	7	8	9	10	11	12
Acton-Boxboro/Acton			R	R	R	R	R	R
Algonquin/Northboro			R	R	R	R	R	R
Amherst-Pelham/Amherst			R	R	R	R	R	R
Concord-Carlisle/Concord					R	R	R	R
Dennis-Yarmouth/So. Yarmouth					R	R	R	R
Frontier/So. Deerfield				X	R	R	R	R
Hamilton-Wenham/SO. Hamilton		R	R	R	R	R	R	R
Masconomet/Topsfield			X	R	R	R	R	R
Monument Mountain/Great Barrington			R	R	R	R	R	R
North Middlesex/Townsend					R	R	R	R
Old Rochester/Mattapoisett				R	R	R	R	R
Pentucket/West Newbury			X	R	R	R	R	R
Pioneer Valley/Northfield			X	R	R	R	R	R
Quabbin/Barre			R	R	R	R	R	R
Quaboag/Warren			RX	RX	R	R	R	R
Silver Lake/Kingston			R	R	R	R	R	R
Triton Regional/Byfield					R	R	R	R

KEY

X = FLEX program

R = Regular language program

APPENDIX E

LANGUAGE PROGRAMS IN OTHER SCHOOLS AS REPORTED BY RESPONDENTS

PRIVATE SCHOOLS

SCHOOL/TOWN	GRADE 1	2	3	4	5	6	7	8	9	10	11	12

Austin Prep School/Reading									R	R	R	R
Bancroft School/Worcester							RX	R	R	R	R	R
Beaver Country Day/Chestnut Hill							R	R	R	R	R	R
Bishop Feehan High School/Attleboro									R	R	R	R
Boston College High School/Dorchester									R	R	R	R
Cathedral High School/Springfield									R	R	R	R
Fay School/Southborough (no specific information)												
Lawrence Academy/Groton									R	R	R	R
MacDuffie School/Springfield								R	R	R	R	R
Marian High School/Framingham									R	R	R	R
Meadowbrook School/Weston												
	F	F	F	F	F	F						
Middlesex School/Concord									R	R	R	R
Milton Academy/Milton						R	R	R	R	R	R	R
Noble & Greenough/Dedham							R	R	R	R	R	R
Sacred Heart School/Kingston								R	R	R	R	R
Stevens Christian High School/Lee						R	R	R	R	R	R	R

APPENDIX E

PRIVATE SCHOOLS

SCHOOL/TOWN	GRADE	1	2	3	4	5	6	7	8	9	10	11	12

Stoneleigh-Burnham School/Greenfield										R	R	R	R
Thayer Academy/Braintree									R	R	R	R	R
Trinity School of Cape Cod/So. Yarmouth													
	F	F	F	F	F	R		R	R				
Walnut Hill School/Natick								R	R	R	R	R	R
Williston Northampton School/Easthampton								R	R	R	R	R	R
Worcester Academy/Worcester								X	R	R	R	R	R

K E Y

F = FLES programs

X = FLEX programs

R = Regular language program

APPENDIX F

LANGUAGES TAUGHT IN LOCAL PUBLIC SCHOOLS AS REPORTED BY RESPONDENTS

TOWN	LANGUAGES	A	C	F	Ge	Gr	I	J	L	P	R	S
Abington				X								X
Amesbury				X					X			X
Attleboro				X	X				X			X
Barnstable				X					X			X
Belmont				X	X		X		X			X
Beverly				X	X				X			X
Billerica				X	X		X		X			X
Boston			X	X		X	X		X			X
Braintree				X			X		X			X
Brockton				X	X		X		X			X
Brookline			X	X	X				X			X
Burlington				X	X		X		X			X
Cambridge				X	X		X		X	X		X
Canton				X	X				X			X
Carlisle (K-8 system)									X			
Chelmsford				X	X		X		X			X
Chicopee				X	X				X			X
Danvers				X	X				X			X
Dartmouth				X	X				X	X		X
Fitchburg				X					X			X
Foxborough				X	X				X			X

APPENDIX F

TOWN	LANGUAGES	A	C	F	Ge	Gr	I	J	L	P	R	S
Framingham				X	X		X		X			X
Franklin				X					X			X
Gloucester				X	X							X
Granby				X					X			X
Greenfield				X	X							X
Hingham				X					X			X
Holliston				X								X
Holyoke				X	X				X			X
Hudson				X	X				X			X
Hull				X					X	X		X
Ipswich				X					X			X
Lawrence				X			X		X			X
Lee				X								X
Lexington			X	X	X	X	X		X			X
Lowell				X		X			X	X		X
Ludlow				X					X	X		X
Lynn				X					X	X		X
Lynnfield				X					X			X
Manchester				X								X
Marblehead				X	X				X			X
Marlboro				X			X		X			X
Medford			X	X			X		X			X
Melrose				X	X		X		X			X
Millbury				X					X			X

APPENDIX F

TOWN	LANGUAGES	A	C	F	Ge	Gr	I	J	L	P	R	S
Milton				X					X			X
Natick				X	X				X			X
Needham				X	X		X		X			X
Newton			X	X	X		X		X		X	X
No. Reading				X			X		X			X
Northampton				X	X				X			X
Norwell				X					X			X
Norwood				X					X			X
Peabody				X	X				X	X		X
Quincy				X	X		X		X			X
Randolph				X								X
Raynham				X								X
Reading				X					X			X
Revere				X	X		X		X			X
Rockport				X								X
Salem				X	X							X
Sandwich				X					X			X
Scituate				X					X			X
Shrewsbury				X					X			X
Somerset				X					X	X		X
Somerville				X			X		X	X		X
Southbridge				X								X
Springfield				X	X	X	X		X		X	X
Swampscott				X					X			X

APPENDIX F

TOWN	LANGUAGES	A	C	F	Ge	Gr	I	J	L	P	R	S
Swansea				X	X				X	X		X
Taunton				X					X	X	X	X
Tewksbury				X					X			X
Wakefield				X	X		X		X			X
Walpole				X					X			X
Waltham				X			X		X			X
Watertown		X		X			X		X			X
Wayland				X					X			X
Wellesley				X	X	X			X			X
Westford				X	X				X			X
Weston				X					X			X
Westwood				X					X			X
Weymouth				X	X		X		X		X	X
Wilbraham				X								X
Wilmington				X	X		X					X
Winchester				X	X		X		X			X
Winthrop				X			X		X			X
Woburn				X	X		X		X			X
Worcester				X	X				X			X

KEY

A = Armenian
C = Chinese
F = French
Ge = German

Gr = Greek
I = Italian
J = Japanese
L = Latin

P = Portuguese
R = Russian
S = Spanish

APPENDIX G

LANGUAGES TAUGHT IN ACADEMIC REGIONAL SCHOOLS AS REPORTED BY RESPONDENTS

TOWN	LANGUAGES	A	C	F	Ge	Gr	I	J	L	P	R	S

Acton-Boxboro/Acton				X					X		X	X
Algonquin/Northboro				X					X			X
Amherst-Pelham/Amherst				X	X	X			X		X	X
Concord-Carlisle/Concord				X					X		X	X
Dennis-Yarmouth/So. Yarmouth	(no specific information given)											
Frontier/So. Deerfield				X	X				X			X
Hamilton-Wenham/So. Hamilton				X					X			X
Masconomet/Topsfield				X	X				X		X	X
Monument Mountain/ Great Barrington				X					X			X
North Middlesex/Townsend				X	X				X			X
Old Rochester/Mattapoisett				X					X			X
Pentucket/W. Newbury				X	X				X		X	X
Pioneer Valley/Northfield				X								X
Quabbin/Barre				X					X			X
Silver Lake/Kingston				X					X			X
Triton/Byfield				X	X							X

KEY

A = Armenian	Gr = Greek	P = Portuguese
C = Chinese	I = Italian	R = Russian
F = French	J = Japanese	S = Spanish
Ge = German	L = Latin	

APPENDIX H

LANGUAGES TAUGHT IN OTHER SCHOOLS AS REPORTED BY RESPONDENTS

TOWN	LANGUAGES	A	C	F	Ge	Gr	I	J	L	P	R	S
Austin Prep				X					X		X	X
Bancroft				X					X			X
Beaver Country Day				X					X			X
Bishop Feehan				X					X			X
Boston College High				X	X	X			X			X
Cathedral				X	X				X			X
Fay (no specific information given)												
Lawrence Academy				X					X			X
MacDuffie				X					X			X
Marian				X					X			X
Meadowbrook				X								
Middlesex				X					X			X
Milton Academy				X	X				X			X
Noble & Greenough				X					X			X
Sacred Heart				X	X				X			X
Stevens Christian				X	X							X
Stoneleigh-Burnham				X					X			X
Thayer Academy				X					X			X
Trinity				X								
Walnut Hill				X								X

APPENDIX H

TOWN	LANGUAGES	A	C	F	Ge	Gr	I	J	L	P	R	S
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Williston-Northampton				X					X			X
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Worcester Academy				X					X			X
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K E Y

A = Armenian	Gr = Greek	P = Portuguese
C = Chinese	I = Italian	R = Russian
F = French	J = Japanese	S = Spanish
Ge = German	L = Latin	

APPENDIX I

SURVEY RESPONDENTS BY SCHOOL

ABINGTON HIGH SCHOOL, Abington 02351 Irene Economos, French/Spanish teacher	BROCKTON HIGH SCHOOL, Brockton 02401 Theodora T. Helfrich, Spanish teacher
ACTON-BOXBORO HIGH SCHOOL, Acton 01720 Patricia DiPitto, Latin/Spanish teacher	BROOKLINE HIGH SCHOOL, Brookline 02146 Manuela Bartiromo, coordinator FLs
ALGONQUIN REGIONAL HIGH SCHOOL, Northboro 01532 Jerry J. Cocchiola, chairman FLs	BURLINGTON HIGH SCHOOL, Burlington 01803 Edward A. Doyle, chairman FLs
AMESBURY HIGH SCHOOL, Amesbury 01913 Dianne J. Swistak, Spanish/English teacher	CAMBRIDGE PUBLIC SCHOOLS, Cambridge 02138 Walter J. Patacchiola, coordinator FLs
AMHERST-PELHAM REGIONAL SCHOOLS, Amherst 01002 David Brule, chairman FLs	CANTON HIGH SCHOOL, Canton 02021 Robert H. Waxman, chairman FLs
ARNONE COMMUNITY SCHOOL, Brockton 02401 Betty T. Gilson, gr. 5-6 teacher of gifted	CARLISLE PUBLIC SCHOOLS, Carlisle 01741 Susan A. Moore, Latin teacher
ATTLEBORO HIGH SCHOOL, Attleboro 02703 Maurice A. Camire, chairman FLs and bilingual ed.	CASE HIGH SCHOOL, Swansea, 02777 Estelle Pelletier, head FLs
AUSTIN PREPARATORY SCHOOL, Reading 01867 R.F. Stone, chairman FLs	CATHEDRAL HIGH SCHOOL, Springfield 01118 Daniel Battisti, chairman FLs
BAKER SCHOOL, (Brookline) Chestnut Hill 02167 Ellen Contreras, French/Spanish teacher	CHELMSFORD HIGH SCHOOL, Chelmsford 01863 Cynthia Tonrey, head FLs
BANCROFT SCHOOL, Worcester 01605 Nicolina A. Puccio, French teacher	CHEMERY MIDDLE SCHOOL, Belmont 02138 Carmela Schipani, French/Spanish teacher
BARNSTABLE HIGH SCHOOL, Hyannis 02601 Amelia Leconte, chairperson FLs	CHICOPEE PUBLIC SCHOOLS, Chicopee 01020 Carolyn Fitzgerald, adm. asst. to supt.
BEAVER COUNTRY DAY, Chestnut Hill 02167 Jeanne P. Ruggles, head FLs Harriet N. Weinfield, French/Spanish teacher	CLARKE UNIVERSITY, Worcester 01605 Constance Montross, Spanish teacher
BELMONT PUBLIC SCHOOLS, Belmont 02178 Richard M. Penta, head FLs	CONCORD-CARLISLE REGIONAL HIGH SCHOOL, Concord 01742 Elaine Hardie, chairperson FLs
BEVERLY HIGH SCHOOL, Beverly 01915 Clifford J. Kent, supervisor FLs	DANVERS HIGH SCHOOL, Danvers 01923 Linda F. Petelle, chairman FLs
BILLERICA HIGH SCHOOL, Billerica 01821 Albert L. Pike, Jr., chairman FLs	DARTMOUTH HIGH SCHOOL, Dartmouth 02747 Conrad R. Levesque, chairman FLs
BISHOP FEEHAN HIGH SCHOOL, Attleboro 02703 Linda Ansiello, French/Spanish teacher Karen Brennan, French/Spanish teacher Eleanor Drew Kenney, Latin teacher	DENNIS-YARMOUTH REGIONAL HIGH SCHOOL, So. Yarmouth 02664 Suzanne C. Kelly, French teacher
BOSTON COLLEGE, Chestnut Hill 02167 Rebecca M. Valette, professor of French	DOHERTY MEMORIAL HIGH SCHOOL, Worcester 01602 Judith Armen, Spanish-French teacher
BOSTON COLLEGE HIGH SCHOOL, Dorchester 02125 Robert F. Pelloquin, chairman FLs	ROBERT C. CREAMER, Latin teacher PAUL D. MORANO, chairman FLs MARGARET M. MUNNS, French teacher ANITA PHELAN, French/Spanish/German teacher
BOSTON PUBLIC SCHOOLS, Boston 02103 Helen M. Cummings, program director FLs	CARMELA SZKLARZ, French/Spanish teacher J. WHITE, Spanish/Latin teacher
BRAINTREE PUBLIC SCHOOLS, Braintree 02184 Donna J. Driscoll, director FLs	ELMS COLLEGE, Chicopee 01013 Kathleen M. Imbruno, SSJ, assistant professor Spanish/French
BRIDGE SCHOOL, Lexington 02173 Barbara A. Paul, French teacher	FAY SCHOOL, Southboro 01772 Carol Naumes

APPENDIX I

- FITCHBURG HIGH SCHOOL, Fitchburg 01420
Linda Breau, Spanish teacher
Stanley A. Goode, principal
- FITCHBURG COLLEGE, Fitchburg 01420
John M. Burke, professor of Russian
- FOXBOROUGH HIGH SCHOOL, Foxborough 02035
Robert Robison, head FLs
- FRAMINGHAM NORTH HIGH SCHOOL, Framingham
Paul Hayes, head FLs
- FRAMINGHAM PUBLIC SCHOOLS, Framingham 01701
Robert Curnen, coordinator FLs gr. 6-8
- FRAMINGHAM SOUTH HIGH SCHOOL, Framingham
Claire Berthiaume, head FLs
Florence R. Mack, French/Spanish teacher
- FRAMINGHAM STATE COLLEGE, Framingham 01701
Edgar Langevin, French teacher
- FRANKLIN HIGH SCHOOL, Franklin 20238
Michel Methot, head FLs
- FRONTIER REGIONAL HIGH SCHOOL,
So. Deerfield 01373
Judith W. Averill, chairman FLs
- GLOUCESTER HIGH SCHOOL, Gloucester 01930
Richard Chane, coordinator FLs
Nancy Saul, Spanish/German teacher
- GORDON COLLEGE, Wenham 01984
Royce Miller, chairman FLs
- GRANBY JUNIOR/SENIOR HIGH SCHOOL,
Granby 01033
William P. Tarnowsky, Spanish teacher
- GREENFIELD HIGH SCHOOL, Greenfield 01301
Marianne Keating, Spanish teacher
- HAMILTON-WENHAM REGIONAL HIGH SCHOOL,
So. Hamilton, 01982
Dianne Woron, chairperson FLs
- HIGGINS JUNIOR HIGH SCHOOL, Peabody 01960
Victor Passacantilli, team leader FLs
- HINGHAM PUBLIC SCHOOLS, Hingham 02043
John P. Nionakis, chairman FLs
- HOLLISTON MIDDLE SCHOOL, Holliston 01746
Deborah Blinder, Spanish teacher
Kathleen Meade, team leader FLs
- HOLYOKE HIGH SCHOOL, Holyoke 01040
Christine J. O'Hare, chairman FLs
- HUDSON HIGH SCHOOL, Hudson 01749
John F. Creamer, Jr., chairman FLs
- HULL HIGH SCHOOL, Hull 02045
Stephen Goodyear, head FLs
- IPSWICH HIGH SCHOOL, Ipswich 01938
Richard Ladd, head FLs
- KENNEDY JUNIOR HIGH SCHOOL,
Randolph 02368
Janet Gately, Spanish/French teacher
- LA LIBERTE JUNIOR HIGH SCHOOL,
Raynham 02767
Theodora Psilekaris,
French/Spanish teacher
- LAWRENCE ACADEMY, Groton 01450
Charlotte J. Doe, chairman FLs
- LAWRENCE HIGH SCHOOL, Lawrence 01841
Justine M. McComiskey, head FLs
- LEE HIGH SCHOOL, Lee 01238
Albert A. Vinatier, coordinator FLs
- LEXINGTON HIGH SCHOOL, Lexington 02173
Sally Nelson, French/Latin teacher
- LEXINGTON PUBLIC SCHOOLS, Lexington 02173
Anthony Bent, coordinator FLs
- LOWELL HIGH SCHOOL, Lowell 01852
Michelle M. Ritchotte,
Spanish teacher
- LUDLOW HIGH SCHOOL, Ludlow 01056
James W. Marceau, Spanish teacher
James L. Martin, chairman FLs
- LYNN ENGLISH HIGH SCHOOL, Lynn 01902
Marilyn Needham, head FLs
- LYNNFIELD PUBLIC SCHOOLS
Edward Fuller, chairman FLs
- MACDUFFIE SCHOOL, Springfield 01105
Elaine Mitchell, Spanish teacher
- MANCHESTER JUNIOR-SENIOR HIGH SCHOOL,
Manchester 01944
Ellen Goll, head FLs
- MARBLEHEAD HIGH SCHOOL, Marblehead 01945
Lionel LeClerc, program admin. FLs
- MARIAN HIGH SCHOOL, Framingham 01701
Bernice B. Ferwerda, Spanish teacher
- MARLBORO HIGH SCHOOL, Marlboro 01752
Rose Pascarelli, Spanish teacher
- MASCONOMET REGIONAL HIGH SCHOOL,
Topsfield 01983
William H. Spencer, head FLs
- MASSACHUSETTS INSTITUTE OF TECHNOLOGY
Cambridge 02139
Claire Kramsch, head FLs and lit.
Edith Waldstein, German teacher
- MEADOWBROOK SCHOOL, Weston 02193
Mary J. Sosnowski, French teacher
- MEDFORD HIGH SCHOOL, MEDFORD 02155
Katherine Lopez Natale,
French/Spanish teacher
- MELROSE HIGH SCHOOL, Melrose 02176
Joan Leighton, French teacher
Robert Riccio, Spanish teacher
Nancy Werneth, English/Latin teacher
- MELROSE JUNIOR HIGH SCHOOL, Melrose 02176
Anne Bean, head teacher FLs

APPENDIX I

MELROSE PUBLIC SCHOOLS, Melrose 02176

Phyllis Dragonas, director FLs

MIDDLESEX SCHOOL, Concord 01742

Henry E. Erhard, French teacher

Joseph R. Scott, Jr., French teacher

MILLBURY HIGH SCHOOL, Millbury 01527

Georges R. Desrosiers, chairman FLs

MILLER ELEMENTARY SCHOOL, Holliston 01746

Dianne M. Nault, French teacher

MILTON ACADEMY, Milton 02186

Aubrey Smith, Spanish teacher

MILTON PUBLIC SCHOOLS, Milton 02186

Anthony M. Roselli, chairman FLs

MONUMENT MOUNTAIN HIGH SCHOOL,

Great Barrington 01230

Gerald Mountain, Jr., French teacher

NATICK HIGH SCHOOL, Natick 01760

Catherine Brigham,

French/Spanish teacher

Marcel LaVergne, head FLs

NEEDHAM HIGH SCHOOL, Needham 02192

Betty Athanasoulas,

Spanish Latin teacher

NEWTON NORTH HIGH SCHOOL, Newton 02160

Yvonne Davey, French teacher

Jessie A. Timberlake, Spanish teacher

NEWTON SOUTH HIGH SCHOOL, Newton 02159

Claire Jackson, head FLs

NOBLE AND GREENOUGH SCHOOL, Dedham 02026

Natalia Fernandez, Spanish teacher

NORTH ADAMS STATE COLLEGE, No. Adams 01247

Justyna M. Carlson, Spanish teacher

NORTH QUINCY HIGH SCHOOL, Quincy 02171

Valerie C. Shaw, French teacher

NORTH MIDDLESEX REGIONAL HIGH SCHOOL

Townsend 04169

Spencer C. Brookes II,

talented and gifted coordinator

NORTH READING HIGH SCHOOL,

No. Reading 01864

Joseph Venti, coordinator FLs

NORTHAMPTON HIGH SCHOOL, Northampton 01060

Dianne D. Conway, Spanish teacher

NORWELL HIGH SCHOOL, Norwell 02061

Phyllis S. Dunn, Latin teacher

NORWOOD HIGH SCHOOL, Norwood 02062

Cheryl Brown, French/Spanish teacher

OLD ROCHESTER REGIONAL HIGH SCHOOL,

Mattapoisett 02739

Richard E. Ellis, coordinator FLs

PECK JUNIOR HIGH SCHOOL, Holyoke 01040

Susan M. Mulvaney, Spanish teacher

PENTUCKET REGIONAL HIGH SCHOOL,

W. Newbury 01985

Richard H. Olson, chairman FLs

PIONEER VALLEY REGIONAL HIGH SCHOOL,

Northfield 01360

Carolyn Worden, French teacher

QUABBIN REGIONAL HIGH SCHOOL, Barre 01005

Roberta M. Grandone, head FLs

QUOABOAG REGIONAL HIGH SCHOOL, Warren 01023

Barbara Miskeiwicz, French teacher

QUINCY HIGH SCHOOL, Quincy 02169

Joanne Tribulauskas,

German/Spanish teacher

RANDOLPH HIGH SCHOOL, Randolph 02368

Lynne Harding, French teacher

Ann M. Skelly, French teacher

READING MEMORIAL HIGH SCHOOL,

Reading 01867

Fran Lanouette, Latin teacher

REVERE HIGH SCHOOL, Revere 02151

Rita S. Priore, head FLs

ROCKPORT HIGH SCHOOL, Rockport 01966

Cheryl Enright, French/Spanish teacher

Barbara Kelley, Spanish teacher

Floriano Pavao, head FLs

SACRED HEART HIGH SCHOOL, Kingston 02364

Mary K. Woods, Spanish teacher

SALEM HIGH SCHOOL, Salem 01970

Patricia Donahue, Spanish teacher

SANDWICH JUNIOR-SENIOR HIGH SCHOOL,

Sandwich 02537

Denise Benjamin,

French/Spanish teacher

SCITUATE HIGH SCHOOL, Scituate 02066

Ellen G. Macdonald,

French/Spanish teacher

SCITUATE PUBLIC SCHOOLS, Scituate 02066

Mario Catinella, chairman FLs

SHREWSBURY HIGH SCHOOL, Shrewsbury 01545

Pauline Courchesne, head FLs

SILVER LAKE REGIONAL HIGH SCHOOL,

Kingston 02364

Phyllis Anderson, Latin teacher

Virginia Lizotte, French teacher

Sylvana Myr, French/Spanish teacher

SIMMONS COLLEGE, Boston 02115

Raquel Halty Pfaff, chairman FLs

SOMERSET HIGH SCHOOL, Somerset 02726

Edward J. Ward, head FLs

SOMERVILLE HIGH SCHOOL, Somerville 02143

James J. Madden, head FLs

APPENDIX I

SOUTHBRIDGE PUBLIC SCHOOLS,
Southbridge 01550
Lorna L. Lanza,
academic enrichment teacher

SPRINGFIELD PUBLIC SCHOOLS, Springfield 01103
Kathleen M. Riordan, supervisor FLs

STEVENS CHRISTIAN HIGH SCHOOL, Lee 01238
Jennifer Perry, French/Spanish teacher

STONELEIGH-BURNHAM SCHOOL, Greefield 01301
Martha Griswold, Latin/French teacher
William Ivy, French/Spanish/ESL teacher

SWAMPSCOTT HIGH SCHOOL, Swampscott 01907
Suzanne Garfield, French/Spanish teacher
John Nolan, chairman FLs
Patricia Shanahan, French/Spanish teacher

TAUNTON HIGH SCHOOL, Taunton 02780
Richard G. Parsons, specialist FLs

TEWKSBURY MEMORIAL HIGH SCHOOL,
Tewksbury 01876
Frances C. Renaud-Stephan, head FLs

THAYER ACADEMY, Braintree 02184
Frances J. Parsons, Spanish teacher

TRINITY SCHOOL OF CAPE COD,
So. Yarmouth 02664
Marsha Goode, French teacher

TRITON REGIONAL HIGH SCHOOL, Byfield 01922
Linda Allen, French teacher

UNIVERSITY OF MASSACHUSETTS/BOSTON 02125
Luise H. Bronner, German teacher
Lynn Dhority, asst. prof. of German

WAKEFIELD HIGH SCHOOL, Wakefield 01880
Laurent J. Benoit, chairman FLs

WALNUT HILL SCHOOL, Natick 01760
Marcelle Manet Kosersky, French teacher
Jacquelyn Sand, head FLs
Graciela H. Taylor, Spanish teacher

WALPOLE HIGH SCHOOL, Walpole 02081
George A. Watson, chairman FLs

WALTHAM PUBLIC SCHOOLS, Waltham 02254
Dominic E. Mauro, director FLs

WATERTOWN HIGH SCHOOL, Watertown 02172
Geno Gemmato, curriculum chairman FLs

WAYLAND JUNIOR HIGH SCHOOL, Wayland 01778
Shirley G. Lowe, curriculum leader FLs

WELLESLEY HIGH SCHOOL, Wellesley 02181
Paul S. Brown, Spanish teacher
Miriam S. Grodberg, Spanish teacher

WESTFORD ACADEMY, Westford 01886
Norma Graham, coordinator FLs

WESTON PUBLIC SCHOOLS, Weston 02193
Janet Wohlers, head FLs

WESTWOOD HIGH SCHOOL, Westwood 02090
Jeffrey DiIuglio, Spanish teacher

WEYMOUTH HIGH SCHOOL, Weymouth 02190
Edward . Porter, chairperson FLs

WILBRAHAM MIDDLE SCHOOL, Wilbraham 01095
Pat McCullough, French teacher

WILMINGTON HIGH SCHOOL, Wilmington 01887
Louise Bocchino, chairman FLs

WILLISTON-NORTHAMPTON SCHOOL,
Easthampton 01027
Lorraine L. Teller, Latin teacher

WINCHESTER HIGH SCHOOL, Winchester 01890
Nancy Gelowtsky, French/Spanish teacher

WINTHROP PUBLIC SCHOOLS, Winthrop 02152
Richard F. Scire, head FLs

WOBURN SENIOR HIGH SCHOOL, Woburn 01801
Lucille LeGrand Lyons, chairman FLs

WORCESTER ACADEMY, Worcester 01604
Elaine Willey, chairman FLs

WORCESTER PUBLIC SCHOOLS, Worcester 01604
John Bierfeldt, coordinator FLs

Other Respondents Without School Affiliations:

Jeanette Bonville
Virginia Cunningham
P. Ellen Degenkolb
Alice M. DeLucia
Suzi Smith
Virginia Vogel Zanger

For more information about gifted and talented programs, contact the following representatives in the Regional Education Center nearest you.

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